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ABSTRACT

A study was conducted to collect data on the professional development status of part-time faculty in community colleges and to develop recommendations for an improved approach to staff development for part-time staff. The study includes an extensive review of the literature and a mailed survey involving 1,140 part-time faculty from selected League for Innovation colleges. The survey instrument requested information on pre-service orientation, conditions of employment, policies and procedures, the college, its students, in-service development, support for teaching, professional work environment, professional growth opportunities, and faculty characteristics. Study findings, based on a 46% response rate, included the following: (1) respondents with full-time jobs and those without full-time jobs expressed virtually the same degree of satisfaction with pre-service orientation and in-service development; (2) part-time faculty indicated that the most important information to have about conditions of employment related to their teaching assignment, while information about the nature of the part-time position was felt to be of least importance; (3) respondents expressed the least amount of satisfaction with the policy/procedures information they had received about instructor absenteeism; (4) 55.1% of the respondents were receiving in-service training related to support for teaching, professional work environment, and professional growth opportunities. The survey instrument and recommendations and implications for future studies are included in the study report. (EJV)

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A STUDY OF PROFESSIONAL DEVELOPMENT PRACTICES
FOR PART-TIME INSTRUCTORS AT SELECTED
LEAGUE FOR INNOVATION COMMUNITY COLLEGES

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CHAPTER I

INTRODUCTION

The employment of large numbers of part-time faculty in America's community colleges was a longstanding practice (Cohen & Brawer, 1982). This practice continued to the point that in 1978, part-time faculty outnumbered full-time faculty in all states, and in some states by a two-to-one ratio (Haddad & Dickens). While community colleges were aware of both the benefits and the liabilities of part-time faculty, not until 1975 were there any major attempts to take an in-depth look at the issue of part-timers in the community colleges (Guthrie-Morse, 1979). Prior to then, relatively few community colleges gave serious attention to the crucial role adjunct faculty played, and even fewer developed appropriate plans for selecting, orienting, training, servicing, and supervising them (Bender & Hammons, 1972).

Even so, part-time faculty were always essential to community colleges. According to Koltai (1977), community colleges needed part-time faculty because they were an intrinsic part of the success and quality of community college education. Kuhns (1971) added that community colleges were hard-pressed to offer such a wide range of programs if it were not for the dedicated instruction provided by the part-time faculty members.

To enhance the quality of their contribution, Seitz (1971) recommended that there be additional studies conducted so that community colleges could find ways to improve in-service for part-time faculty. Furthermore, one of the recommendations made by Ferrett (1976) in her dissertation dealing with part-time faculty was that there should be further study to determine existing procedures and practices for orienting and training part-time faculty in community colleges. In essence, this researcher has followed both recommendations.

Problem

Providing quality instruction should be the primary goal of part-time community college instructors. However, providing this high quality instruction may be problematic in light of the limitations placed on them by such factors as low salaries, low status, lack of supervision, and inadequate professional development.

The problem in community colleges was that while part-time faculty carried as much as half of the annual teaching load, attention and funding for professional development were focused on full-time faculty as a means to improve instruction. This problem was often the result of colleges having no formal, unified system for providing professional development for adjunct faculty. Too often the professional development of part-time faculty was superficial at best, totally lacking at worst. Furthermore, part-time faculty were often hired at the last minute, left to fend for themselves, and given no orientation to the college and the jobs they were expected to do.

If community colleges face the budget recissions that some expect in the next decade, they will likely hire fewer full-time and more part-time faculty than ever. Thus, the problems that currently exist with part-time faculty will be even greater unless some solutions are found. In particular, the one solution that might help alleviate the problem is the compilation of a list of recommendations for adjunct faculty professional development that would include pre-service orientation and in-service development.

Purpose

The two purposes of this study were to collect data on the current professional development status of part-time faculty in community colleges and to develop a set of recommendations for an improved approach to staff development for part-time faculty. The two staff development factors that were emphasized in the study were pre-service orientation and in-service development. To achieve these two purposes, the researcher did an extensive review of the literature and conducted a survey of part-time faculty from selected League for Innovation colleges. Campuses from 11 of 18 League districts were included in the survey.

Research Questions

Yarrington (1973) indicated that professional development for part-time community college faculty was needed nationwide.

> In any staff development program, each college is especially urged to include part-time staff. Such persons tend to be neglected in institutionwide programs; yet their actual and potential value to the college is often great and could be increased by including them in renewal activities (p. 149).

Related to Yarrington's charge, the researcher of this study addressed the following research questions:

1. In what ways were community colleges providing their part-time faculty pre-service orientation and in-service professional development?

2. How important did part-time faculty view this pre-service orientation and in-service professional development?

3. Were part-time faculty satisfied with the pre-service orientation and in-service professional development they received?

Based on the frequency of responses to a survey mailed to selected part-time faculty, the researcher addressed these research questions and developed a generic set of recommendations for the improved professional development of part-time faculty at community colleges.

Definition of Terms

A number of key terms were used throughout this study. Consequently, the following definitions should help clarify how these terms were used and also serve to limit the scope of the study.

Adjunct Faculty Handbook: The Adjunct Faculty Handbook was specifically designated as a document that covered both procedural and substantive information specifically designed for adjunct faculty.

Campus: In contrast to the term district, a campus referred to one unit, which in itself may have constituted a district or may have been one of several units comprising a district.

Community College: All references in this study to two-year colleges were limited to public community colleges, embracing but not limited to the narrower concept of junior college, traditionally meaning the first two years leading toward a baccalaureate. In a more comprehensive way, community college was defined as a two-year institution that had transfer programs, vocational programs, community services programs, and nontraditional programs. For the purpose of limitation, this study did not deal with private community colleges.

District: A district was defined as the larger unit or cluster that encompassed one (single campus district) or more (multi-campus district) campuses within a given area.

In-Service: In-service was defined as professional development opportunities or training made available to adjunct faculty during their actual employment at a community college.

League for Innovation in the Community College: The League for Innovation was defined as a national consortium of 18 districts enrolling approximately 850,000 students throughout 13 states, with membership by invitation only. The League for Innovation was also referred to as the League. Data from selected League colleges was gathered for the purpose of developing the recommendations specified in the purpose section of this proposal. The rationale for selecting League colleges may be found in the sampling procedures section of Chapter III.

Full-Time Faculty: This term was used to define employees contracted on a full-time basis to teach a full load, perform other duties assigned, receive fringe benefits, and have a right to tenure or continuing contract as stipulated by legal statutes. The term full-timer was used synonymously.

League Representatives: League representatives were the people designated by their districts to serve as the official liaisons with other League colleges and the League office in Los Angeles. Operationally, the League representatives served as the contacts for this researcher and assisted in the administration of the survey instrument at the colleges included in the sample.

Part-Time Faculty: Part-time faculty was defined as anyone teaching less than a full-time load (generally 15 hours per semester), having a one semester contract that was renewable but contingent upon need and prior performance, and receiving few if any fringe benefits. Since many community colleges did not assign rank, the term "faculty" was used to encompass the traditional ranks of instructor, assistant professor, associate professor, and professor. Adjunct faculty and part-timers were used synonymously.

Pre-Service: Pre-service referred to activities that took place or information that was given to adjunct faculty prior to their actual teaching.

Professional Development: Professional development was the umbrella term encompassing pre-service orientation and in-service development, both designed to improve the instruction of adjunct faculty. According to Barda (1980, p. 4) professional development was defined as "those activities designed to enhance the talent, expand the interest, improve the competence, and otherwise facilitate the professional and personal growth of faculty members, particularly in their roles as classroom instructors." Staff development was used interchangeably with professional development.

Limitations:

For the purpose of setting limits for the scope of this study, the researcher placed the following limitations on it:

1. No attempt was made to include all community colleges in the survey, but only one campus from 11 of the 18 districts that comprised the League for Innovation at the time of this study.
2. No attempt was made to survey deans, department heads, or full-time faculty to get their views on the issues of pre-service orientation and in-service professional development. Rather, the survey was limited to part-time faculty.
3. Because of when the survey was mailed (May 1984), responses were received only from part-time faculty who were teaching that semester.
4. No attempt was made to address the issue of part-time faculty and collective bargaining.
5. While results of the study were shared with members of participating districts, the researcher made no attempt to pass judgment on the quality of pre-service orientation and in-service professional development provided part-time faculty at each of the 11 districts.
6. The study focused exclusively on public community colleges rather than private community colleges or four-year colleges and universities. Consequently, most of the literature consulted dealt with part-time faculty in community colleges.
7. One external limitation was also a factor in the study: the relative paucity of literature that related to the specific topic

of this study. Consequently, the review of the literature was brought to closure when the researcher found "no new documents to analyze..., redundancy without useful reinforcement..., and regularity in the available information" (Guba & Lincoln, 1981, p.100).

Conceptual Framework

The conceptual framework that guided this study was the professional development practices for adjunct faculty that emerged from the literature. Cohen and Brawer (1982), Bender and Hammons (1972), and Guthrie-Morse (1979) provided the historical perspective, which showed that adjunct faculty were being hired in greater numbers than ever before. Along with this increase in the number of adjunct faculty came such problems as lack of teaching experience (Kennedy, 1970), inability to communicate their technical knowledge to students (Lolley, 1980), and lack of time commitment to teaching (Haddad & Dickens, 1978).

Counteracting these problems were advantages such as financial savings (Cohen & Brawer, 1982), ability to respond to changing educational needs (Koltai, 1977), and flexibility of scheduling (Tuckman & Caldwell, 1979). Perspectives on qualifications by Kuhns (1971), Leslie, Kellams, & Gunne (1982), and Lombardi (1975) showed that while adjunct faculty in traditional disciplines (e.g., humanities, social sciences, etc.) often had equivalent educational backgrounds as full-time faculty, those in vocational programs (e.g., auto mechanics, printing, etc.) were sometimes qualified only by their work experience instead of degrees. Hiring of adjunct faculty was sometimes done informally (Hoenninger & Black, 1978), without benefit of thorough screening. The training that was given after hiring was often lacking (Cosand, 1980). Because adjunct faculty were generally less academically prepared, paid less, and screened loosely, they often had lower status than their full-time colleagues according to Cosand (1980) and Willett (1980). According to Smith (1977), the overall implication of the conceptual framework that emerged from the literature was that the professional development needs for adjunct faculty were often unmet.

Professional development practices related to community college adjunct faculty were examined in this study. The two domains considered were pre-service orientation and in-service development. Contrasted to the Seitz (1971) study, which concluded that community colleges should improve in-service training for adjunct faculty, this study focused on specific ways to make such improvements. It also went a step further and examined professional practices during the tenure of adjunct faculty and concluded with a list of recommendations for an improved approach to the professional development of adjunct faculty in community colleges.

Organization of the Study

Chapter I has provided the introduction to the study; Chapter 11 will contain the review of relevant literature; Chapter 111 will detail the methodology of the study; Chapter IV will report the results of the survey; and Chapter V will present an overview of the study, results and conclusions, and implications and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

The literature review focused on five domains, beginning with a summary of other related dissertations, which was followed by an overview of the number of part-time faculty employed by community colleges. The third domain looked at the reasons why hiring part-time faculty was advantageous. The fourth domain examined the concomitant disadvantages of hiring part-time faculty. The final domain discussed possible means for improving the overall situation facing community colleges that employed large numbers of part-time faculty

As Ferrett (1975) found, a review of the literature written about staff development for part-time faculty revealed a dearth of research. According to the analysis offered by Bender and Hammons (1972), relatively little was done to study how effectively adjunct faculty performed. Few community colleges gave serious attention to the crucial role adjunct faculty played, and fewer yet had developed appropriate plans for selecting, orienting, training, servicing, and supervising them. Not until about 1975 were any serious attempts made to conduct in-depth studies of part-time community college faculty (Guthrie-Morse, 1979). Perhaps Leslie, Kellams, and Gunne (1982, p. 11) best summarized the lack of research done on part-time faculty development in community colleges: "In general, very little has been written about part-time faculty. Data are scarce, and there has been little continuity in the research efforts in this field."

Related Dissertations

Even with the relatively little written about part-time faculty in community colleges, the researcher found a number of dissertations related to the subject of this study.

Eaton (1964) studied the orientation of new faculty members in Michigan community colleges. Since Eaton's study did not single out part-time faculty, it had only slight resemblance to this researcher's study. What made it somewhat relevant, however, was the fact that it examined the issue of orientation. Eaton concluded that there was little isomorphism between types of orientation new faculty needed and what was provided.

Two other early studies were done by Heinberg (1966) and Kennedy (1966). Heinberg's study, focused on California junior colleges, and was restricted to an examination of procedures for the supervision and evaluation of new part-time evening division faculty. His survey was sent to selected college administrators, not to part-time faculty. His conclusion was that adequate in-service programs were not provided for part-time faculty at a majority of the California junior colleges.

Kennedy's study also had a regional focus and concentrated on the recruitment and orientation policies of 25 public junior colleges in Illinois and 12 in Maryland. Like Heinberg, Kennedy surveyed college administrators rather than part-time faculty. He concluded that there were virtually no formal orientation and recruitment policies for part-time faculty and that their orientation was only a minor consideration of the colleges included in the survey. His study did not address the concern and issues voiced by part-time faculty in the literature, nor did he offer any recommendations relevant to this researcher's study.

Seitz (1972) did a more in-depth study of the professional orientation and attitudes of part-time evening junior college faculty, but his study was also regionally restricted to four midwestern colleges. One of the major questions his study attempted to answer was to what extent part-time faculty compared to full-time faculty were oriented to teaching, the institution and its philosophy, and to their subject. Among his conclusions were that part-time faculty compared to full-time faculty were not as well prepared to teach, knew less about the educational environment of the community college, felt less accountable, and had a less favorable attitude toward the institution. His ultimate recommendation was that further studies should be conducted to find ways to improve in-service training for part-time faculty.

Ferrett's study (1975) consisted of a case study limited even more than the others by its narrow focus, which was an examination of the actual implementation of a staff development program for part-time faculty at one community college in Michigan. Her assumptions for why such a program was needed were that the numbers of new students with specialized needs were increasing, and the numbers of part-time faculty were increasing. The result of the two was an increased need for greater teacher effectiveness. Ferrett's data base, even though limited to one campus, was more comprehensive than those of prior studies and included an analysis of the "felt" and "observed" problems of part-time faculty as expressed by part-time faculty themselves, full-time faculty, division chairs, and administrators. Since the model she used in her study to implement the staff development program at the Michigan community college was Havelock's model of the change process, a major part of her dissertation focused on an examination of the six stages of the model and their application to the implementation of a staff development program for part-time faculty.

Two of Ferrett's conclusions and one of her recommendations for future study represented the basis for this researcher's study. The two conclusions were that community colleges should provide pre-service orientation for part-time faculty; the other was that in-service workshops to improve teaching effectiveness should be provided for part-time faculty. Her recommendation was that additional evaluative studies should be conducted to determine existing procedures and practices for orienting part-time faculty in community colleges, which was the focus of this researcher's study.

Balboni's study (1976) also had a regional focus, in this case selected community colleges in the southeast. His study was more of a cataloging of characteristics, academic preparation, and goal perceptions of part-time faculty than it was an in-depth look at the types of pre-service orientation and in-service training that was provided for part-time faculty. His findings were that part-time faculty generally had less professional educational preparation than full-time faculty, took part in orientation and staff development activities to a lesser degree, had a stronger vocational orientation, and worked in institutions that did little to improve their overall professional competencies.

Two other studies by Fent (1979) and Moe (1979) had some relevance to this researcher's study. Fent's study, again regional in its scope, focused on 15 community colleges in Michigan and attempted to determine if they had professional development programs for their part-time faculty. Again, he surveyed administrators and found that the professional development programs were generally inadequate.

Moe's study was the most comprehensive to date and consisted of a survey sent to 207 community college throughout the nation. Again, however, the survey was sent to administrators to determine if their colleges were providing professional development for part-time faculty. She found that approximately 68% of the colleges provided some type of professional development for part-time faculty, but often on an informal, nonsystematic basis. About 30% provided no professional development. None of the colleges included in her study had actually surveyed part-time faculty to get input from them about their professional development needs and expectations. The second half of Moe's study focused on the actual implementation of a staff development program for part-time faculty at a Texas community college.

While all of the studies summarized had some similarities to this study, they contained numerous differences, specifically the following:

1. In most instances, they were based on surveys sent to administrators rather than part-time faculty.

2. In some instances, they were case studies of the campuses where the authors were employed.

3. With one exception, they were all regionally focused.

4. Some were restricted to professional development needs of only evening part-time faculty.

5. In all cases, the surveys themselves were not as comprehensive as this author's 71-item survey. The two most comprehensive were Ferrett's, which contained 12 items, and Moe's, which contained 11 items.

On the other hand, these eight studies in varying degrees concluded with the recommendation for further study of the professional development needs of part-time community college faculty. Consequently, this researcher followed that recommendation and focused the current study on the pre-service orientation and in-service training needs of part-time faculty at 11 selected community colleges located in 11 different states. Finally, based on the review of the literature, this researcher found that few others had followed up on the recommendations of the eight researchers whose studies were just summarized.

Numbers of Part-Time Faculty

Since an ever-increasing percentage of community college students were being taught by part-time faculty, the issue of their receiving pre-service orientation and in-service training became more important (Hoenninger & Black, 1978). According to Leslie, Kellams, and Gunne (1982), one-third of all faculty in the nation's colleges and universities were part-time. Furthermore, community colleges employed nearly as many part-time faculty as all other types of institutions combined. Hammons and Watts (1983) and McDougle (1980) found that at a majority of community colleges, more students were taught by part-time than full-time faculty. Haddad and Dickens (1978) not only confirmed these findings, but added that in eight states (Alaska, Arizona, California, Illinois, Maryland, Michigan, New Hampshire, and Texas), the ratio of part-time faculty to full-time faculty was two to one.

A number of other studies and reports were more specific and provided numbers and percentages to substantiate the preponderance of part-time faculty in community colleges. While the figures from these studies and reports did not all perfectly agree, they were very close. For example, Eliason (1980) found that community colleges employed 53% of all part-time faculty teaching in higher education. Stern, Choper, Gray, and Wolfson (1981) reported that part-time faculty comprised 51% of the total faculty in community colleges, a finding confirmed by Cottingham, Neuman, and Sims (1981), who stated that in 1977 the number of part-time faculty exceeded the number of full-time faculty teaching in community colleges. Projections by the American Association of Community and Junior Colleges were that by the early 1980's, the percentage of part-time faculty would increase to 57%. Cohen and Brawer (1982) confirmed this projection and offered an overview of how the numbers and percentages of part-time faculty in community colleges had changed over the years (Table 1).

Table 1

Increase in Numbers and Percentages of Part-Time Faculty

Year	Total Number of Full and Part-Time Instructors	Percentage of Part-Time Instructors
1953	23,762	48%
1968	97,443	34%
1974	162,530	50%
1980	238,841	56%

What these numbers and percentages meant in relationship to the need for part-time faculty to have pre-service orientation and in-service training was best summarized by Gappa (1984, p. 3), who said, "Part-time faculty will teach the majority of students during their lower division years. Consequently, their status, well-being, and teaching performance should be a matter of concern to everyone who worries about quality."

According to Willett (1980), as enrollments first leveled off then began to decline, and as resources began to dwindle, community colleges increased their use of part-time faculty. Furthermore, as the decline in birthrate continued, resulting in decreasing enrollments, full-time faculty who retired or moved to other jobs were often replaced by additional part-time faculty, thus increasing their numbers even more. However, even with their numbers growing and the reliance on their services increasing, part-time faculty were more often than not neglected (Hammons, Smith, & Watts, 1978). The consequence, according to Leslie, Kellams, and Gunne, was that "the swelling ranks of part-time faculty express anger and frustration over their treatment as outsiders" (1982, p. 4). Furthermore, "large-scale use of part-time faculty creates all of the problems connected with an invisible workforce which turns over continuously" (p. 72). The next sections of this study examined some of the reasons why so many part-time faculty were hired, problems that resulted, and possible solutions.

The Advantages

The extensive use of part-time faculty in America's community and junior colleges was a longstanding practice. Historically, there were numerous reasons for hiring part-time faculty. When the community college movement began, it was deemed more practical to have local public school teachers offer individual specialty courses such as chemistry and physics, for example, than to attempt to hire one full-time instructor to teach all science-related courses. Hiring part-time faculty was also a way to obtain the services of local university professors, who were viewed as adding a degree of prestige to the community colleges. Such hiring practices also enhanced closer cooperation between two- and four-year institutions (Cohen, 1982).

More recently, however, the reasons community colleges have employed so many part-time faculty were increasingly practical, with financial advantages being foremost. As enrollments declined and budgets were cut in the early 80's, fewer full-time faculty were hired. The consequence was the increased use of part-timers to fill vacancies resulting from retirement or death of full-time faculty (Tuckman, 1978). Because funding was based on student enrollment, community colleges received the same amount regardless of whether classes were taught by full-time or part-time faculty (Frielander, 1979). Since part-time faculty were typically paid on a per course or credit hour rate, which was not increased with any regularity, that line item in budgets was not subject to the automatic escalation that typified the full-time line item (Leslie, Kellams, & Gunne, 1982). According to Cohen (1982), pay per class for part-time faculty was as much as one-half to two-thirds less than for full-time faculty. When fringe benefits were also considered, and part-timers rarely received any, one part-time faculty member cost an institution from 50 to 80% less than a full-time faculty member (Guthrie-Morse, 1979).

Related to the financial reason for hiring so many part-time faculty was the built-in flexibility they afforded community colleges (Guthrie-Morse, 1979). As Cohen and Brawer (1982) found, if enrollments declined, part-time faculty, typically not members of bargaining units, were easily dismissed because institutions were not faced with the legal complications caused by releasing full-time faculty. Since part-time faculty generally had no contractual commitment from the institutions beyond the current semester, their renewal was at the discretion of their employer (Leslie, Kellams, & Gunne, 1982).

The flexibility offered by part-time faculty was also important in hiring practices. For example, especially in large urban areas, hiring part-time faculty allowed community colleges to meet affirmative action guidelines for the employment of women and minorities (Eliason, 1980). Furthermore, as indicated earlier, fewer full-time positions were available, so community colleges wanted to be sure they carefully selected new and replacement full-time faculty. One way this was made possible was to observe closely the performance of part-time faculty so that if full-time positions became available, the people responsible for hiring would have a good idea of their competency before they made a full-time commitment (Bender & Hammons, 1972). Another way part-time faculty offered flexibility was through their willingness to teach during evenings and weekends when full-time faculty typically would not teach. They were also willing to teach at less desirable off-campus locations (Cohen & Brawer 1982).

Given the advantages that community colleges realized from hiring part-time faculty, what advantages or rewards did part-timers get from their positions? According to Leslie, Kellams, and Gunne (1982), the rewards were certainly not financial, but rather the personal satisfaction and self-fulfillment they received from teaching. Some also saw their part-time jobs as possible career paths to full-time positions if they became available. According to Cooke and Hurburt (1976), 95% of the part-timers they surveyed wanted to continue in their part-time capacity the next semester, and over one-half indicated that they would accept full-time employment at their community college if it became available. The 50% who had no desire to be full-time faculty had other career goals. Their primary motivation for teaching on a part-time basis was the intrinsic satifaction they received from teaching. Working mothers, for example, found the major advantage of part-time teaching to be the relatively little time commitment that still afforded them the opportunity to enter the work force (Tuckman, 1978). Perhaps Tuckman (1978, p. 305) best summarized the advantages part-timers themselves saw in their employment at community colleges:

> Part-time employment in academe represents a more desirable career option than part-time employment elsewhere. It represents a way for a person to earn money and engage in productive activity without having to spend 35 or more hours at the workplace. It probably also confers upon the occupant of a part-time position a measure of prestige and a feeling of identification with the larger academic community.

Aside from the advantages perceived by both the community colleges and the part-time faculty, it was the students themselves who reaped the biggest rewards from the employment of part-time faculty. Adult part-time students constituted the single largest student population in community colleges. New courses related to their job skills were often required, and the instruction was given in part by part-timers who were also professionals in the business and industry world and provided a link to local government and community organizations as well (Eliason, 1980). Part-timers who were also professionals in such fields as electronics, data processing, law, and health-related professions provided students the benefit of their real-life experiences and at the same time made it possible for community colleges to respond to the ever-changing needs of their students (Koltai, 1977). The enrichment and diversity brought to the classroom by these part-time teaching professionals provided students an educational advantage that would be too costly to provide if community colleges employed only full-time faculty (Harris, 1980). Grymes (1977) and McDougle (1980) put this asset in perspective by pointing out that many part-time faculty were employed solely for their professional competence, not for their pedagogical training, which had to be supplemented by the hiring institutions through orientation and staff development.

Part-time faculty were also an asset to students because they were well acquainted with the community and its needs and could function as linking agents between the college and the communities they served (Bushnell, 1973). In the words of Kuhns (1971, p. 466), "community colleges would be hard-pressed to offer the wealth and variety of programs currently available were it not for dedicated instruction provided by hundreds of part-time faculty members." Leslie, Kellams, and Gunne (1982, p. 29) offered a good summary to the overall advantages provided by part-time faculty:

> The enrollment driven market responds to shifting demands and enrollment patterns on a term-by-term basis. And a key factor in the staffing of community colleges lies in the nature of their student bodies. Typically, well over half of their students are short-term and part-time ones. The community college neither needs, nor can afford to invest heavily, in the concentration of an expensive and permanent faculty whose specialties will be of interest to a thinly spread national constituency. Community colleges must, rather, meet shifting local demands for courses and programs of general and immediate interest. They can best do this with temporary personnel from the local market to whom no long-term commitment is required.

Furthermore, "the judicious use of part-time faculty can avoid the stultifying commitments that a heavily tenured faculty represents, and it also permits the highly-strategic and advantageous development of specification within disciplines where advances are coming rapidly and where market forces are rapidly changing the demand equation" (Leslie, Kellams, & Gunne, p. 5).

Problems

While there were advantages in the hiring of part-time faculty to the community colleges, to part-time faculty themselves, and to students, there were also concomitant problems. These problems were illustrated in Gappa's (1984, p. 3) statement that even with their greater numbers, "part-time faculty have been the subject of too little study and thoughtful policy-making." Frielander (1979) found, for example, that part-time faculty taught under less favorable conditions than their full-time colleagues because of inadequate orientation, lack of participation in faculty development and training, limited access to support services, nonexistent office space, limited contact with peers, and inadequate incentives to increase their contributions to the teaching profession. While the problems resulting from hiring so many part-time faculty were numerous, five were were most prevalent: qualifications, support services, professional development, socialization, and status.

Cohen and Brawer (1982) found that because there was no long-term contractual commitment, administrators were not as selective when they screened the credentials of part-time faculty. As a result, they found that part-time faculty compared to full-time faculty generally were less experienced in education, less likely to hold memberships in professional organizations, read fewer professional journals, and showed less concern with the broader aspects of curriculum and instruction. Cottingham, Neuman, and Sims (1981), as well as Haddad and Dickens (1978), found that part-timers were generally not as well trained as full-timers, particularly in the area of teaching methodology. Especially lacking in their educational background was any preparation for working in the community college. Consequently, when they were hired, part-time faculty knew little about the philosophy of the community college and even less about its students and their educational needs (Hammons, Smith, & Watts, 1978). "It is taken for granted that the part-time instructor knows his field as well as the full-time instructor. However, the routine techniques of teaching that professional educators understand are not familiar to the nonprofessionals" (Taylor, p. 9).

Consequently, as a result of their lack of teaching background, part-timers often lacked command of good instructional techniques, the ability to communicate their subject matter to students, knowledge of how students learned, and skills to cope with the diverse educational interests and abilities of community college students (Lolley, 1980). Furthermore, part-timers compared to full-timers had less prior experience. In fact, Kennedy's study (1970) found that as high as 80% of part-time community college faculty had no previous teaching experience.

Compounding the problem of qualifications, part-time faculty rarely were given the level of support for their work that full-time faculty were given. Roughly 57% had no office space of any kind, and many of those who did were assigned "bullpen" offices that housed large numbers of part-timers in open, totally nonprivate areas (Gappa, 1984). In addition, part-timers generally did not have phones, were not provided secretarial or duplicating services, and had little information about media and library services. The result of this lack of support was "lowered morale, loyalty, and enthusiasm which can only hurt performance, increase turnover, and generally depress the quality of life in the academic community" (Leslie, Kellams, & Gunne, 1982, p. 81).

Part-time faculty also lacked adequate professional development in the forms of pre-service orientation and in-service training. Because hiring was typically done at the departmental level, part-time faculty often received little if any orientation to the broader institutional goals, nor were they given collegewide policies or guidelines describing the competencies or responsibilities expected of them (Cosand, 1980). According to Zuger (1977), part-time faculty had minimal involvement in any type of college orientation. Furthermore, because so many part-timers held other jobs, they tended not to take part in professional development activities when they were made available. Participation in departmental activities was almost nonexistent (Cooke & Hurburt, 1976).

Consequently, part-timers who knew their subjects often lacked command of sound instructional techniques as well as the interpersonal skills needed to communicate their subject matter. Furthermore, they were not given or didn't participate in staff development training geared to make them better instructors (Lolley, 1980). Because of their lack of institutional orientation to the goals and objectives of the college, part-timers were often unaware of the nature of the learning styles and needs of their students, especially adult students. Consequently, they tended to gear their level of instruction too low or too high to meet the needs of their students (Cottingham, Neuman, & Sims, 1981). This problem was intensified by their lack of involvement in departmental matters.

Another problem caused by large numbers of part-time faculty was lack of socialization. One of the major concerns for community college administrators was integrating part-timers into "the institutional fabric of procedures and instructional effectiveness" (Cottingham, Neuman, and Sims, 1981, p. 14). Leslie, Kellams and Gunne (1982, p. 81) had this to say: "Socialization of new employees to an organization is a crucial element of the personnel relations process. It is a time and an experience which sets the tone for how one can expect to be treated and how one commits oneself to playing a particular role." In this study, the three authors found that 84% of the 200 colleges surveyed had no formal orientation that would function as the initial socialization of part-timers to the institution. Leslie, Kellams, and Gunne concluded that "once the opportunity to provide a formal socialization is passed up, the chances appear slim for later efforts" (p. 82).

There were a number of reasons why socialization was viewed as a problem. Some part-timers had other part-time teaching jobs, which meant they had to leave one campus immediately after teaching their classes and go to another campus. Consequently, they had little involvement in campus life, had little contact with students, held no office hours, and had little contact with their peers, either full- or part-time (Cosand, 1980; Cohen & Brawer, 1982). Many part-timers also had full-time jobs and were unavailable when in-service activities took place. Haddad and Dickens (1978) added that since so many part-timers also held full-time jobs, their greater allegiance was to those jobs, which meant less time spent in meeting informally with students, less contact with other faculty, and virtually no contact with supervisors who were often not on campus when part-timers were scheduled to teach. Cooke and Hubert (1976) referred to part-timers as phantoms because they were an almost invisible group. The overall result was that part-timers often felt separated and alienated from other people at their college and felt that they were merely on the fringes. Bramlett and Rodriquez (1983, p. 40) offered a concise summary of the problem of socialization:

> They may not understand or relate to the mission and philosophy of the community college. They may be unfamiliar with the support services available to students or to themselves. Broadly speaking, they do not know what is expected of them with regard to deadlines and grading procedures. They do not have the opportunity to be around the college, since many are paid by the hours for which they teach. Frequently, they do not have time to meet with students on the campus because they do not have facilities available to them or are unaware of the importance of this area to community college education.

The overall result of lower qualifications, lack of support services, lack of professional development, and lack of socialization resulted in part-timers having lower status than full-timers, a problem compounded by their low salaries, which caused them to feel exploited (Cosand, 1980).

Two groups, students and full-time faculty, tended to relegate part-timers to second-rate status. For example, when students found that part-timers didn't hold office hours because they didn't have offices, they were immediately tipped off that they had lower status than full-time faculty (Gappa, 1984). But the more negative view of part-time faculty was held by full-time faculty. At best, full-time faculty viewed them as competitors for dollars and a threat to their job security. At worst, part-time faculty were viewed by full-timers as "scabs" who worked cheaply and undermined the quality of instruction (Leslie, Kellams, & Gunne, 1982). Tuckman (1978) amplified this point of view by concluding that full-time faculty often viewed part-timers as potential threats who could displace them even though they had fewer credentials and were less versed in their disciplines.

Furthermore, part-timers were excluded from two-thirds of all bargaining units, which meant they received virtually no support from full-timers, and thus had no job security (Wallace, 1982). Because full-time units historically excluded part-timers, it was to their advantage to form their own collective bargaining units. However, only in California was the door opened to part-timers who were legally permitted to be members of collective bargaining units and gain tenure rights.

Because some part-timers taught such heavy loads, sometimes at more than one college, full-timers gave them such labels as "full-time part-timers" who didn't have the extra responsibilities of full-timers such as office hours, committee assignments, and professional development obligations (Haddad & Dickens, 1978). Leslie, Kellams and Gunne (1982) and Willett (1980) summarized the major questions full-time faculty had about part-timers:

1. Were their courses rigorous?
2. Did they really teach content, or tell "war stories" to their students?
3. Did they tarnish the image of the institution?
4. If budgets were reduced, were they going to be assigned additional classes while the full-timers were released?

How did part-timers view their status? According to Gapp (1984), part-timers were often resentful and frustrated about their situations. "Being denied access to valuable information, being kept in a state of uncertainty about future reappointments, and being seen as in a different status by full-time faulty can create genuine fear in the part-timer" (Gappa, p. 69). They viewed themselves as "second class citizens in the teaching community" (R. Smith, 1977, p. 36). As the number of full-time jobs declined, they saw their chances of moving into full-time positions diminishing, leaving them feeling trapped in a situation that had no future (Tuckman, 1978). In addition to their other concerns, part-timers were frustrated by their lack of involvement in professional development activities, including participation in department meetings, curriculum planning, and text selection (Stern, Choper, Gray, & Wolfson, 1981). Because of their low status, Cottingham, Neuman and Sims (1981, p. 14) called part-time faculty a "neglected asset."

Gaus (1981, p. 26) perhaps best epitomized the status of part-timers in his rules for survival.

1. Get everything to which your position entitles you.
2. Don't count your courses until registration is completed.
3. Make your course the best in the institution.
4. Establish salary and method and date of payment.
5. Establish your benefits (if any) before beginning.
6. Be prepared for frustration.

Possible Solutions

Solutions to the problems posed by part-time faculty were not viewed as being simple, especially when seen in context of the assertion by Eliason (1980, p. 1) that "community colleges in the 80's are faced with changing clientele, shrinking resources, and stable instructional staffs. The part-time faculty member has become an unwilling pawn in an increasingly complex chess match being waged on the campuses of America's two-year colleges." Even so, there were a number of possible solutions suggested.

For the problems inherent in obtaining the services of qualified part-timers, Haddad and Dickens (1978) suggested more careful hiring and evaluation procedures as well as a specified ratio of part-time to full-time faculty. In the words of Leslie, Kellams, and Gunne (1982, p. 81), "support services need to be released and used, not pinched and hoarded, and part-timers are as desperately in need of them as full-timers." Certainly an increase in salaries and job security would help. According to Lombardi (1975, p. 51), "prorata pay or a salary schedule considerably higher than the present low scales of 50 to 75% of the full-time salar schedules is a reasonable expectation for part-time teachers during the next ten years." As Cooke and Hurburt (1976) concluded, part time faculty members who did a good job were a stabilizing factor at community colleges and should be given reasonable assurances of employment each year. Even with such recommendations, the bulk of the literature suggested that the major solution to the problems of part-time faculty was in professional development.

Haddad and Dickens (1978) cited the needs assessment done at 35 community colleges, which revealed that part-time faculty development was the top concern of the institutions. The most far-reaching recommendation for professional development for part-time faculty came from the 1973 report of the Assembly of the Association of Community Colleges:

> This assembly urges in the most vigorous terms that community and junior colleges accept staff development as its first-rank priority and give it the same total institutional commitment that is accorded to its other programs and curriculums (p. 13). In any staff development program, each college is especially urged to include part-time staff (p. 149).

Since community colleges generally had funds to allocate to professional development, and since they were usually smaller than four-year colleges, the organization and implementation of staff development should be easier (Smith, 1981). In spite of the recommendation of the Assembly of Community and Junior Colleges, only California, Maryland, and Illinois made concerted efforts to provide professional development programs designed to upgrade the skills of part-time faculty (Eliason, 1980).

Although relatively little professional development was being provided part-time instructors, all of the research and literature showed that it was necessary to do so. For example, a survey of all community colleges in New Jersey indicated that the major need of adjunct instructors was to upgrade their teaching effectiveness, which included first understanding the philosophy and function of the community college (Smith, 1977). The study conducted by Bender and Hammons (1972) found that adjunct faculty indicated that they needed two basic types of professional development. The first was procedural, which included information about such topics as keeping attendance records, giving breaks to classes, missing class, and getting materials duplicated. The second was substantive, which included being informed about such topics as the college's grading system, being certain that they were teaching the right content in such a way as to maximize student learning, and knowing where to get help if needed. In the concluding section of this chapter, the researcher summarized what was indicated in the literature about the types of professional development that can be provided for adjunct faculty to alleviate the problems discussed in the previous section.

According to Gappa (1984) and Cottingham, Neuman, and Sims (1981), part-time instructors could be more effective if they were given thorough orientation and increased support services. Special programs and workshops offered a part of institutional staff development should be made available to part-timers as well as full-timers. In essence, institutions should be willing to commit resources to the professional development of part-timers.

For a successful professional development program that included part-time faculty, the programs should consist of a wide variety of activities that would meet the needs of all participants. Surveys proved to be effective means of determining what those needs were (O'Banion, 1978). O'Banion further asserted that part-timers should be provided appropriate incentives for participating in professional development activities. Leslie, Kellams, and Gunne (1982) found in their study that the most successful professional development programs for part-time faculty were those that paid participants a stipend. Harris (1980) as well as Hoenninger and Black (1978) recommended that participation in staff development be included in the contract of part-time instructors and therefore mandatory. Much of the literature broke professional development down into pre-service orientation and in-service development.

Pre-Service Orientation

Hoenninger and Black (1978) recommended that orientation, rather than being just a casual introduction to the college, be a thorough introduction to such things as the goals and resources of the college. Norman's (1984) recommendation was to begin the orientation with an overview of the college's policies and expectations of part-time instructors, which would then be followed by a tour of the campus. He also suggested that the orientation become increasingly focused, with part-timers divided into departmental groups, where they would have an opportunity to meet with peers to discuss and ask questions about the courses they were going to teach. McDougle (1980) said that these meetings should include such topics as the quality of student work to be required, textbooks, class attendance, grading policy, exams, course outlines, student evaluations, and class visits by supervisors. One key component of Norman's recommendation was that the initial orientation should include a part-time faculty handbook.

Bramlett and Rodriguez (1983), Bender and Hammons (1972), and Dapper and Murphy (1969) concurred with the importance of the handbook. Dapper and Murphy, in particular, concluded that such a handbook would serve as a major communication vehicle and would alleviate potential problems for part-timers. Bender and Hammons (1972) found, however, that few community colleges had developed handbooks. The study conducted by Leslie, Kellams, and Gunne (1982) found that

10 years later, relatively few community colleges still made handbooks available.

One of the most prevalent recommendations by Norman (1984), Parsons (1980), and Bender and Hammons (1972) was that part-time instructors should be assigned a "mentor" or a "buddy" from among the full-time ranks. This person would then be responsible for working with the part-timers throughout the semester. Leslie, Kellams, and Gunne (1982) concurred with this recommendation and found that the most successful mentoring came when full-time instructors were given released time from teaching to work with part-time instructors. While the literature indicated the need for orientation programs for part-time faculty, Leslie, Kellams, and Gunne (1982) found that only 31% of the community colleges were doing so.

In-Service Development

According to Frielander (1979), encouraging participation in in-service activities would enhance the feeling among part-timers that they were professionals and an integral part of the college. The need to have part-timers attend departmental meetings and have formal and informal contact with full-time and other part-time instructors was stressed by Norman (1984). He suggested that part-timers be invited to social events as well as given the opportunity to identify their professional development needs. The colleges, in turn, should provide in-service training to meet those needs. Parsons (1980) advocated a total professional development model for part-timers that included the following components:

1. Use committees to recruit and select part-timers who hold qualifications similar to full-time faculty.

2. Provide a thorough pre-service orientation that included such things as implementation of the buddy system, discussion and distribution of teaching materials, distribution of textbooks, distribution of and discussion of a handbook, and a campus tour.

3. Throughout the semester, maintain open channels of communication through such means as department meetings, memorandums, announcements, bulletins, and calendars of events. In essence, use any means to keep part-timers informed.

4. Make sure part-timers have access to all support services.

5. Based on the needs identified by part-timers, provide instructional clinics and workshops to cover such areas as effective teaching methods, student learning styles, and evaluation methods.

6. Establish an evaluation system for part-timers, including student evaluations and supervisory evaluations. Also provide opportunity for part-timers to evaluate both the quantity and quality of their professional development.

Related to evaluation, Bramlett and Rodriguez (1983) asserted that the evaluation component of a successful part-time faculty professional development program was critical. Hoenninger and Black (1978) contended that part-timers should be involved in formative evaluation as well as summative, which could best be done by keeping in close contact with the chairpeople, mentors, and other instructors.

Finally, Hammons and Smith (1976) sounded a note of warning on ways to kill a successful professional development program for part-time faculty. First, fail to get the word out to part-timers about professional development activities. Second, fail to schedule the activities at times when part-timers could attend. Third, fail to release part-timers from their classes to attend professional development workshops, speakers, and clinics.

In summary, while a number of other related studies tended to focus on the part-time issue in limited geographic areas or specific colleges, they all had similar conclusions; not enough orientation and development were being done for part-time faculty, and additional studies should be undertaken. The literature clearly indicated that the numbers of part-time faculty had been steadily increasing during the past decade, a trend that would continue into the 1980's. The literature also indicated that such factors as flexibility, cost-effectiveness, content expertise, and community links were distinct advantages realized from employing part-time faculty. On the other hand, problems inherent in employing large numbers of part-timers, such as their lack of instructional skills, adequate support services, and the second class status assigned to them, tended to outweigh the advantages. While numerous recommendations for improving the part-time situation were found in the literature, most could be classified as improved pre-service orientation and inservice development.

The purpose of this study was to follow the recommendation of other researchers to do additional study of part-time faculty in community colleges. Consequently, this study included a review of the literature and a survey of selected community colleges to determine the types of pre-service orientation and in-service development being provided part-time faculty, the importance they attached to it, and the degree of satisfaction they expressed for it. Based on results of the survey that was conducted of part-time faculty, the researcher made numerous recommendations for improving pre-service orientation and in-service development for part-time faculty.

CHAPTER III

METHODOLOGY

In this chapter the methodology used to conduct the study is described. Research design, sampling procedures, instrumentation, pilot testing, data collection, and data analysis are included.

Research Design

Data for this study were collected through a survey utilizing a mail-back questionnaire technique. The mail survey was selected because it is generally the quickest and least expensive way to gather data (Raj, 1972). Furthermore, since the data were collected from community colleges in 11 states, "this method is particularly useful when you want to reach the members of an association who are usually spread over an entire country" (Raj, 1972, p. 116). The study was descriptive, which meant that it was intended to ascertain the size, distribution and interrelationships of the variables included in the survey (Mayer & Greenwood, 1980).

Information was gathered and analyzed to provide a comprehensive profile of the subject sample to determine the extent to which the professional development they had received was the professional development they felt they needed. The two factors considered were pre-service orientation and in-service training. These factors were appropriate since one of the purposes of the study was to develop a set of recommendations for an improved approach to staff development for adjunct faculty.

Pre-service orientation included the following factors:

1. Conditions of employment
2. Policies and procedures
3. The college and its students.

In-service training included the following factors:

1. Support for teaching
2. Professional work environment
3. Professional growth opportunities.

Sampling Procedures

Numerous other related studies had populations that were limited to one campus, state, or region of the country. On the other hand, the 18 community college districts in 13 states that comprised the League for Innovation in the Community Colleges provided the population for this study. This population was selected for a number of reasons. The League represented a national consortium of 18 districts that included 55 campuses enrolling more than 850,000 students in 13 states. Second, the League was one of the first educational consortia that had as its primary goal the support of innovation, experimentation, and evaluation. Since membership in the League was by invitation, only those community college districts were invited to become members that had a proven record of striving for and achieving goals of innovation, experimentation, and evaluation. To accomplish these three goals, the League actively assisted its members to:

1. Experiment in teaching, learning, student services, and aspects of community college operation;
2. Share results of experiments;
3. Share conceptual planning and learning objectives;
4. Exchange instructional materials and procedures designed to enhance learning;
5. Examine the relevance of varied modes of college administration to experimentation in teaching and learning;
6. Provide a common base for research on the effects of varied innovative practices by gathering and sharing data on students, programs and modes of organization;
7. Evaluate the impact of the institution's practices on its students and its community (League Pamphlet, 1984).

In essence, the League colleges provided the most broadly based population of community colleges throughout the country that had a reputation for excellence and theoretically would provide the richest data base for the study.

The linking provided by membership in the League districts placed the researcher in a favorable position to conduct a study on a topic of importance to all community colleges. Because of the perceived importance of the topic of this study by the League's Executive Director, the researcher was designated to be a League Fellow, an appointment that helped to assure cooperation from participating campuses in conducting the study.

Of the 18 community college districts, the researcher's sample was homogeneous instead of random. In essence, the campuses included in the survey (Table 2) were selected because of two similarities they shared. First, each campus employed both full- and part-time faculty. Second, each campus was comprehensive in scope. In this context, comprehensive was defined by curricula that included transfer, vocational, and community education programs. Conversely, campuses that did not meet these two criteria were excluded from the survey, especially those that employed only adjunct faculty since some of the survey questions related to the relationship between full- and part-time faculty. Furthermore, since the researcher wanted to obtain data from all 13 states where there were League colleges, only one district was selected from those states with multiple districts. Districts in two states declined to participate in the study because they were in the process of conducting their own survey of part-time faculty and felt that the researcher's survey could damage their response rate. The numbers of part-time faculty in Table 2 were provided by the League representatives from the participating districts. The rest of the data came from the Community, Technical, and Junior College Directory (1983).

Half of the 2,280 part-time faculty or a total of 1,140 in the 11 districts were surveyed, with a response rate of 46% (Table 3). Getting a high return from a mailed survey can be a problem because "recipients of the mail questionnaire have an opportunity to examine it in its entirety before deciding to respond" (Dillman, 1978, p.53). Furthermore, according to Dillman, responding to a mail survey takes time, which some recipients are unwilling to take, especially if they

Table 2

Student Headcount and Distribution of Full-and Part-Time Instructors at Participating Campuses

State	Community College District	Student Headcount	Full-Time Instructors	Part-Time Instructors
Arizona	*Maricopa (Scottsdale Campus)	7,356	110	203
California	*Kern (Bakersfield Campus)	11,330	234	68
Florida	*Miami-Dade (New World Center Campus)	5,627	132	250
Illinois	Moraine Valley	13,265	164	263
Iowa	Kirkwood	5,917	197	200
Kansas	Johnson County	7,698	162	178
Michigan	Delta	10,195	217	251
New Jersey	Brookdale	12,533	186	227
North Carolina	Central Piedmont	18,471	259	250
Ohio	*Cuyahoga (Western Campus)	13,012	141	289
Oregon	Lane	7,748	282	101
TOTALS	11 Community College Districts	113,152	2,084	2,280

*Part of a multi-campus district

Table 3

Survey Response Rate

District	Number Receiving Survey	Number Responding	Percent Responding
Maricopa	102	64	64
Kern	34	13	38
Miami-Dade	125	56	45
Moraine Valley	132	50	38
Kirkwood	100	56	56
Johnson County	89	49	55
Delta	125	61	49
Brookdale	114	44	39
Central Piedmont	125	38	30
Cuyahoga	145	66	46
Lane	50	23	46
TOTALS	1,141	520	46

have limited interest in the topic and feel that results will not benefit them.

These reasons were compounded by the fact that the researcher mailed the survey relatively late in the semester when part-time faculty were preparing for typical end of semester activities such as administering final exams and figuring final grades. Details of how the researcher attempted to enhance the response rate can be found in the instrumentation section.

Instrumentation

Since no existing instrument contained all questions pertinent to the study, the researcher developed the Adjunct Faculty Survey (AFS) according to Dillman's (1978) specific criteria for mail surveys. The survey instrument may be found in Appendix A. Part I of the survey dealt with pre-service orientation for part-time faculty and focused on attitudinal questions relating to conditions of employment, policies and procedures, and the college and its students. Part II dealt with in-service development and focused on attitudinal questions relating to support for teaching, professional work environment, and professional growth opportunities. Part III dealt with the attributes or demographics of part-time faculty. Part IV provided respondents an opportunity to rate their overall satisfaction with their pre-service orientation and inservice professional development and also allowed them to provide written responses to open-ended questions. A total of 71 questions was asked in the survey, with the questions classified as shown in Table 4.

Table 4

Classification of Survey Questions and Numbers of Items Per Section

Category of Question (Pre-Service)	Number of Items
Conditions of employment	7
Policies and Procedures	9
The college and its students	7
Category of question (In-Service)	
Support for teaching	8
Professional work environment	8
Professional growth opportunities	8
Demographics	17
Overall rating and open-ended questions	7
TOTALS	71

The length of the survey was guided by Dillman's (1978) suggestion that surveys not exceed 12 pages and a total of 125 items.

According to Dillman, the selection of questions should largely be determined by the types of information the researcher was attempting to gather. Such questions were classified by Dillman as those reflecting attributes, beliefs, behaviors, and attitudes. The focus of the researcher's study was on the attitudes and attributes of part-time faculty, so those were the classifications of questions included in the survey. Attributes were included to provide a profile of part-time faculty, which could be compared to the national profile. The researcher was also able to see if there were any relationships between selected components of the demographics and attitudes of respondents toward their pre-service orientation and in-service development.

Once the researcher determined the kind of information being sought through the survey, the next task was to determine the structure of the questions. The researcher decided on two question structures. The first was the close-ended with ordered choices, which was used in Parts I and II of the survey. According to Dillman (1978), close-ended questions provided respondents answer choices, with each choice a gradation of one aspect of a thought or behavior. Respondents were to select the response that most reflected their reaction to the questions. This structure was appropriate for the study because it allowed the researcher to determine the intensity of feeling, degree of involvement, and frequency of participation of each respondent (Dillman, 1978). Parts I and 11 of the survey contained close-ended questions arranged in a Likert-like scale that allowed for a range of responses (Philliber, Schwab, & Sloss, 1980). Each question in Parts I and 11 asked respondents to indicate whether the pre- or in-service activity had occurred, the importance they attributed to it, and the satisfaction they felt with it.

The second structure of questions was open-ended, with Dillman (1978) again providing the guidelines. Such questions had provided the respondents no answer choices. Rather, respondents had to formulate their own answers and write them. Such questions were used in Section IV of the survey and gave respondents "a chance to vent frustrations and state strong opinions" (Dillman, p. 87). The advantage of the open-ended question was that it stimulated free thought, solicited suggestions, and gave respondents an opportunity to clarify their points of view.

The next phase of developing the AFS dealt with the word choice for the questions, which was guided by the following questions again provided by Dillman:

1. Will the words be uniformly understood?
2. Do the questions contain abbreviations or unconventional phrases that may be confusing?
3. Are the questions too vague?
4. Are the questions too precise?
5. Are the questions too biased?
6. Are the questions objectionable?
7. Are the questions too demanding?

8. Are the questions too cryptic?
9. Are the answer choices mutually exclusive?

At this point, the researcher solicited advice from selected dissertation committee members as well as staff from the Division of Institutional Research at Johnson County Community College. Based on input from these two sources, the researcher modified the questions.

With the task of selecting, writing, and modifying the questions completed, the researcher then turned to the final phase of developing the survey, which was constructing and formatting it. Dillman's overall advice was to develop the survey in such a way as to maximize the response rate, while at the same time emphasizing the rewards to respondents, reducing their costs and building their trust. Rewards, offered by the researcher to respondents, admittedly few, included stressing the importance of the study and thus the importance of participation, liberally sprinkling all forms of communication with appreciation and thanks, asking for the advice of respondents, being willing to share results with them, and making the survey as interesting as possible. Reduction of costs to respondents included reducing their "time" costs by not making the survey overly long or complicated, reducing "personal" costs by not asking overly personal questions, and reducing the actual financial costs by providing postage-paid envelopes. Suggestions for building trust included a willingness to share results, expressions of appreciation in advance of the survey's being completed and returned, and identification with a known organization that had legitimacy. For the researcher, this identification was with the University of Kansas and the League for Innovation.

The researcher also followed other suggestions by Dillman for formatting and printing the survey. Questions were ordered so the first one was of probable interest to respondents. In this case, the first question had to do with contractual issues, including salary and method of payment. Pages of the survey were arranged so that they were aesthetically pleasing. They were also formatted in such a way so they would not be skipped. This was done by establishing a vertical flow for questions and responses, providing clear directions for each section of the survey, and designing an attractive cover as well as an informative, compelling letter. The researcher developed the AFS, bearing in mind that "the mail questionnaire, more than any other type of questionnaire, requires careful construction, for it alone comes under the respondent's complete control. It must truly be its own advocate" (Dillman, p. 119).

Between December, 1982, and August, 1983, drafts of the survey were submitted to the researcher's dissertation committee. Based on feedback received, the researcher then pilot tested the AFS at Johnson County Community College in late August, 1983. The researcher followed Raj's suggestion that "as a rule, the pilot survey should be a minature of the main survey or census in which all operations intended to be used should be tested to see how they work and what modifications are needed to make them work more efficiently and harmoniously" (p. 154). Since the objective of the pilot study was to test the procedures of the survey, the researcher selected participants from the academic areas that represented a cross-section of the college (Raj, 1972). The pilot study consisted of the following steps:

1. A sample of nine adjunct faculty representing all six academic divisions of Johnson County Community College (Table 5) met with the researcher to complete and discuss the items on the survey.
2. Employing the modified nominal group process developed by Van De Van and Delbecq (1974), the researcher asked the respondents to complete the survey in his presence, which allowed for observations of their reactions to the items on the survey. The survey was completed by all respondents within 15 minutes.
3. After the survey was completed by the respondents, the researcher then discussed it with them, questioning not only the clarity of the wording, but also the format and the comprehensiveness of the items. Overall, the respondents indicated that the items on the survey were clearly worded. They felt that the examples given on the items enhanced their clarity. They also indicated that the items were appropriate because they covered those areas of importance to the pre- and in-service professional development of adjunct faculty.
4. While the feedback from the pilot group supported the validity of the instrument, it also offered suggestions for minor modifications in the wording of some items as well as the need to clarify some of the instructions. Consequently, the

Table 5

Academic Areas and Numbers of Participants in Pilot Study

Division	Number of Adjunct Instructors
Business	2
Communications	2
Engineering and Technology	1
Natural and Health Related Science	2
Physical Development	1
Social Science and Humanities	1

researcher modified the survey to incorporate the suggestions made by the respondents.

Upon completion of the pilot testing and the modifications that resulted, the researcher submitted the revised survey instrument to the dissertation committee, with tentative approval given in March, 1984, the same month the University of Kansas Advisory Committee on Human Experimentation approved the survey. Final approval by the dissertation committee was given in April, 1984.

Data Collection

While the survey was being developed, the researcher was also receiving the names of part-time faculty from the League colleges participating in the study. The list of names of part-time faculty was provided by the League representatives for each of the districts, who were initially informed of the researcher's study by the League representative from Johnson County Community College. Names of the League representatives and samples of correspondence with them may be found in Appendices B and C. Once these lists were received, the researcher randomly selected 50% of the part-time faculty from each participating district to be mailed the survey. Such sampling method, according to Minium (1978, p. 236), allowed "every element in the population an equal chance of being selected." Furthermore, the sampling was done without placement, that is, each part-time instructor from each district was assigned a number. For each campus, the researcher drew numbers without returning them to the pool until numbers for half of the part-time instructors had been drawn.

The mailout package contained the survey, which included a cover letter assuring confidentiality to respondents. The package also contained a stamped, addressed envelope. Using Dillman's (1978) suggestion to mail the survey early in the week, the researcher mailed the survey package on the first Tuesday in May, 1984. That was followed a week later by a postcard reminding all participants to complete and return the survey. Three weeks later, the researcher sent a followup letter (Appendix D) to those who had not returned the survey. This letter also contained a summary of the researcher's League project. Because of the expense and the timing, which was toward the end of the semester, the researcher did not send a third followup. However, letters were sent to the 11 League representatives asking them to encourage part-time faculty to return their surveys. As part of the confidentiality assured participants, the researcher did not reveal to the League representatives the names of the part-timers selected from their districts. Consequently, communications from the League representatives were sent to all part-time faculty, not just the participants.

Each participant was assigned a code number, ranging from one up to the maximum number surveyed. This number was written on the survey, which made it possible to do the followup. Each participating district also had a number, ranging from 1 to 11, so the coding appeared, for example, in the following way: 10-51. The 10 was the district number; the 51 was the number of the participant.

Data Analysis

Because the AFS was based on ordinal level measures, the data were descriptive. Calculations were determined as follows:

1. Institutional size was based on student headcount.
2. Faculty size was based on the number of full- and part-time instructors.
3. For Parts I and II of the survey, which included items about pre-service orientation and in-service development, percent occurrences, importance means, and satisfaction means were calculated. To determine importance and satisfaction, a Likert-like scale was used, with responses ranging from 1 (very unimportant or very dissatisfied) to 5 (very important or very satisfied).
4. Response rates for each district were determined. These district rates then yielded an overall response rate.
5. Items of least importance and least satisfaction were calculated by summing the percentages of 1 and 2 responses.
6. Items of most importance and most satisfaction were calculated by summing the percentages of 4 and 5 responses.
7. Responses of uncertainty (3) to each item were also calculated.
8. Ranges of means for occurrence, importance, and satisfaction for each classification of question (e.g., conditions of employment) were calculated.

9. A summary of percent occurrence, importance mean, and satisfaction mean for pre-service orientation and in-service development was also calculated.

10. For the adjunct faculty demographics portion of the survey (Part III), which included the factors listed below, frequencies and percentages were calculated. In addition, means and medians were calculated for the number of classes taught and means were calculated for experience at other institutions.

   a. age
   b. sex
   c. marital status
   d. ethnic background
   e. bilingual status
   f. handicapped status
   g. experience as a part-time instructor
   h. degrees
   i. full-time employment
   j. number of classes taught
   k. prior teaching experience
   l. issue of full-time teaching
   m. collective bargaining status

11. For Part IV of the survey, which asked respondents to rate their overall reaction to pre-service orientation and in-service development, frequencies, percentages, means, and medians were calculated.

12. Correlations were calculated between the following demographic variables and the satisfaction respondents indicated to their overall pre-service orientation and in-service development.

a. Experience at present college

b. Full-time job status

c. Number of classes taught

d. Willingness to accept a full-time position

For each variable, an analysis of variance was calculated.

CHAPTER IV

FINDINGS

As specified in Chapter III, the survey results for this study were analyzed using descriptive statistical procedures. The data were further analyzed to determine the degree of relationships between selected demographic characteristics and the degree of satisfaction respondents expressed about their pre-service and in-service development. Because of the nature of the study and the format used to collect the data, they represent ordinal level measurement.

Personal Profile

For the purpose of presenting the findings, the researcher chose to display the personal profile data first. Questions one through six on Part III (Part-Time Faculty Profile) of the survey provided a personal profile of the respondents. Of the 520 respondents, most completed all of the six personal profile questions. The mean age for the respondents was 40; the median was 38. There were more males (52.6%) than females (44.3%), with 3.1% not responding to this question (Table 6). The majority of the respondents were married (76.6%), with 12.3% single, 7.7% divorced, 1.9% widowed, and 1.5% not responding (Table 7). Respondents were predominately Caucasian (91.4%), with the rest distributed among Blacks, Mexican-Americans, Asians, American Indians, and other (Table 8). A total of 83.1% of the respondents were not bilingual. A total of 97.1% indicate that they do not have a handicap, with 1.0% indicating a handicap and the

Table 6

Gender and Age of Respondents

Gender	$\overline{x}$ Age	Frequency	Percent
Males	42	274	52.6
Females	38	230	44.3
Missing Data		16	3.1

Table 7

Marital Status of Respondents

Marital Status	Frequency	Percent
Married	398	76.6
Single	64	12.3
Divorced	40	7.7
Widowed	10	1.9
Missing Data	8	1.5

Table 8

Ethnic Background of Respondents

Ethnic Background	Frequency	Percent
Black	15	2.9
Caucasian	475	91.4
Mexican-American	2	0.4
Asian	5	1.0
American Indian	1	0.2
Other	9	1.7
Missing Data	13	2.5

rest not responding. Overall demographic findings were consistent with other studies, most notably Tuckman's (1978). Tuckman also reported an average age of 40, a 91.7% Caucasian population, with 76.5% of the part-timers married. Only in the distribution of males to females was there a difference as reported by Tuckman, who found in his study that 38.7% were female and 61.3% were male.

Professional Profile

Questions 7 through 17 on Part III (Part-Time Faculty Profile) of the survey provided a professional profile of the respondents. The mean years of teaching credit classes at respondents' current colleges on a part-time basis was 4.48, with a median of 3.21. This was consistent with Tuckman's study (1978), which reported a mean of 4.6 years of teaching experience. Over one-half (52%) of the respondents indicate that they had a master's degree. Again, this was consistent with Tuckman's reported 49.7%. Approximately 13% indicated that they had either a specialist or a doctorate (Table 9).

As shown on Table 10, almost two-thirds (64.9%) of the respondents held full-time jobs, 28.4% did not, and 6.7% did not respond to this question. Classifications of full-time jobs held by respondents are shown in Table 11. The mean and median number of classes taught each semester was approximately two (Table 12). A high percentage (73.3%) of the respondents indicated that they had prior teaching experience before becoming a part-time instructor at their current community college. This contrasted with Kennedy's (1970) findings that 80% had no previous teaching experience. Table 13 shows the

Table 9

Highest Degree Held by Respondents

Degree	Frequency	Percent
Associate's	27	5.2
Bachelor's	117	22.5
Master's	270	52.0
Specialist	19	3.6
Doctorate	50	9.6
Other	21	4.0
Missing Data	16	3.1

Table 10

Full-Time Job Status of Respondents

Job Status	Frequency	Percent
Employed Full-Time	337	64.9
Not Employed Full-Time	148	28.4
Missing Data	35	6.7

Table 11

Classification of Full-Time Jobs Held by Respondent

Full-Time Job Classification	Frequency	Percent
Business Professions	77	14.8
Manufacturing	3	0.6
Insurance	23	4.4
Medical Services	18	3.5
General Services	25	4.8
Educational Services	92	17.7
Wholesale/Retail	4	0.8
Public Sector	12	2.3
Self-Employed	31	6.0
Other	52	10.0

Table 12

Number of Credit Classes Taught Per Semester by Respondents

Number	Frequency	Percent
1	195	37.6
2	135	26.1
3	91	17.5
4	28	5.4
5	55	10.5
More Than 5	1	0.2
Missing Data	15	2.9

$\overline{x}$ = 2.23
mdn = 1.92

Table 13

Previous Teaching Experience of Respondents

Type of Institution	Mean Years of Experience
Trade School	0.15
Public School	2.70
Private School	0.33
Community College	0.52
Private College	0.15
State College	0.16
University	0.48
Other	0.55

types of institutions and the mean number of years taught prior to the respondents being employed by their present community college.

Almost one-half of the respondents (49.3%) indicated that they would accept a full-time position at their community college if one became available (Table 14), which was consistent with the findings of Cooke and Hurbert (1976). On the other hand, 28% indicated that they would not accept a full-time position, with reasons given in Table 15. Over 90% of the respondents indicated that they were not members of collective bargaining units (Table 16).

Pre-Service Orientation

This portion of the survey contained a total of 23 questions concerned with determining the type of pre-service orientation adjunct faculty received. The questions were classified according to conditions of employment, policies and procedures, and the college and its students. In response to each question, respondents were asked to indicate whether the pre-service activity or explanation occurred, how important they felt it was, and how satisfied they were with it. The importance and satisfaction ratings ranged from 1 (very unimportant or very dissatisfied) to 5 (very important or very satisfied). For each item, the percentage of occurrence, the mean for importance, and the mean for satisfaction were calculated. In addition, the overall percentage of occurrence as well as the overall means for importance and satisfaction were calculated for each component of the pre-service orientation (conditions of employment, policies and procedures, and the college and its students). The data

Table 14

Willingness of Respondents to Accept Full-Time Position at Their Present Community College

Response	Frequency	Percent
Yes	256	49.3
No	146	28.0
Undecided	112	21.5
Missing Data	6	1.2

Table 15

Reasons for Respondents Not Accepting a Full-Time Position

Reason	Frequency	Percent
Low Pay	78	53
Satisfaction with Present Job (Including Part-Time Teaching)	48	33
Family Commitments	6	4
Low Status	4	3
Attending Graduate School	3	2
Missing Data	7	5

Table 16

Bargaining Unit Status of Respondents

Response	Frequency	Percent
Yes	29	5.6
No	478	91.9
Missing Data	13	2.5

for pre-service orientation and in-service development are displayed in the exact same order as they appeared in the AFS.

For conditions of employment (Table 17), which included seven items such as contractual considerations, personnel requirements, and job expectations, the overall mean occurrence was 76.6%. This meant that three-fourths of the respondents were given information about the conditions of their employment. The overall mean for importance was 4.04, while the overall mean for satisfaction was 3.90. The range of percentages for occurrence was 54.7% (explanation about the nature of the part-time position) to 96.0% (explanation about details of the teaching assignment). The range of means for importance was 3.66 (explanation about the nature of the part-time position) to 4.43 (explanation about the class assignment). On the other hand, the range of means for satisfaction was 3.62 (explanation about the nature of the part-time position) to 4.14 (explanation about details of the teaching assignment).

To determine which items related to conditions of employment respondents rated least important, the researcher summed all 1 and 2 ratings. To determine which items respondents rated most important, the researcher summed all 4 and 5 ratings.

The item about conditions of employment rated least important (17.2%) was the nature of the part-time position. Conversely, the item rated most important (93.9%) dealt with the details about the teaching assignment. The most uncertainty (items ranked 3) was expressed (15.5%) about the question that dealt with the nature of the part-time position.

Table 17

Pre-Service Orientation: Conditions of Employment

Question	% Occurrence	$\bar{x}$ Importance	$\bar{x}$ Satisfaction
Contractual Considerations	83.3	4.11	3.95
Personnel Requirements	80.6	3.80	3.96
Job Expectations	72.2	4.25	3.89
Nature of Part-Time Job	54.7	3.66	3.62
Supervisory Structure	91.7	4.09	4.02
Evaluation Requirements	58.0	3.96	3.74
Details About Assignment	96.0	4.43	4.14

Respondents expressed the least satisfaction (11.1%) for the explanation about the nature of the part-time position. On the other hand, they expressed the most satisfaction (87.5%) for the details provided about the teaching assignment. Respondents were most uncertain (10.4%) about the question that dealt with evaluation methods.

The second set of questions related to pre-service orientation dealt with policies and procedures (Table 18) and contained nine items, such as an explanation of grading procedures, the policy for instructor absenteeism and the procedures for record keeping. The overall rate of occurrence for policy and procedural questions was 49.7%. The overall mean for the importance attributed to these questions was 3.64, while the overall satisfaction mean was 3.72. The range of percentages for occurrence was 22.8% (explanation of field trip procedures) to 68.3% (explanation of the grading system). A mean of 2.66 (explanation of field trip procedures) to 4.19 (explanation of grading procedures) represented the range of means for the importance of the nine policy and procedural items. The range of means for satisfaction was 3.45 (explanation of safety procedures) to 3.86 (explanation of grading procedures).

The item rated least important was the explanation of field trip procedures (46.7%). The item rated most important (86.3%) was the explanation of the grading system. The procedure for having guest speakers was the item respondents were most uncertain of (22.6%).

The least satisfaction (10.2%) was expressed for the explanation of the policy regarding instructor absenteeism. Satisfaction (62.4%)

Table 18

Pre-Service Orientation: Policies and Procedures

Question	% Occurrence	$\overline{X}$ Importance	$\overline{X}$ Satisfaction
Grading System	68.3	4.19	3.86
Student Attendance Policy	61.6	3.97	3.81
Class Cancellation Policy	62.2	3.95	3.78
Policy for Instructor Absenteeism	58.0	4.00	3.71
Parking Regulations	62.8	3.36	3.68
Field Trip Procedures	22.8	2.66	3.65
Guest Speaker Procedures	27.4	3.02	3.67
Safety Procedures	29.0	3.74	3.45
Record Keeping Procedures	55.1	3.92	3.85

was expressed most frequently for the explanation of the grading system. Uncertainty (13.2%) was expressed most for the explanation of safety procedures.

The seven questions about the college and its students represented the last grouping of items related to pre-service orientation (Table 19). These questions focused on such areas as the historical background of the college, student profiles, and part-time orientation meetings. The overall rate of occurrence for the orientation to the college and its students was 39.2%, which was considerably lower than it was for the previous two sets of questions relating to conditions of employment and policies and procedures. The overall mean for satisfaction with the orientation to the college and its students was 3.64. The range of percentages for occurrence of the orientation was 22.8% (the explanation of the legal rights of students) to 67.9% (orientation meeting). The means for importance ranged from 2.81 (historical background provided about the college) to 4.00 (information given about academic standards). Means of 3.46 (information given about "special students") and 3.78 (historical background) represented the range of means for satisfaction.

The item about the college and its students respondents felt was least important (40.6%) was the orientation to the historical background of the college. On the other hand, information about the academic standards of the college were most frequently rated as important (78.5%). The historical background of the college was most frequently (25.5%) viewed with uncertainty by the respondent.

Table 19

Pre-Service Orientation: The College and Its Students

Question	% Occurrence	$\bar{x}$ Importance	$\bar{x}$ Satisfaction
Historical Background about the College	37.2	2.81	3.78
Mission and Philosophy of the College	48.8	3.48	3.73
Profile of Students	29.8	3.26	3.73
Explanation of Legal Rights of Students	22.8	3.59	3.55
Information about "Special" Students	25.0	3.71	3.46
Information about the College's Academic Standards	42.2	4.00	3.57
Part-Time Orientation Meeting	67.9	3.78	3.70

Dissatisfaction was expressed most frequently (10.2%) for the explanation given about the academic standards, which was also the item indicated as most important. Satisfaction was expressed most frequently (51.5%) for the orientation meeting. The question about the historical background was viewed most often (13.8%) with uncertainty. This was the same item respondents were uncertain about regarding its importance.

After the percent occurrence as well as means for importance and satisfaction had been calculated for each question, the researcher calculated the mean for all three groups of pre-service questions (conditions of employment, policies and procedures, the college and its students). The results are displayed in Table 20, which shows the percent occurrence, mean importance, and mean satisfaction for all pre-service orientation questions.

In-Service Development

Containing a total of 24 questions, this portion of the survey dealt with in-service development given to part-time instructors after they were employed. The three classifications of questions are support for teaching, professional work environment, and professional growth opportunities. In response to each question in these three components, respondents were asked to indicate whether the various in-service events or activities had occurred, how important they considered them, and how satisfied they were with them. Importance and satisfaction ratings ranged from 1 (very unimportant or very dissatisfied) to 5 (very important or very satisfied). For each item, the percentage of occurrence as well as the mean for importance and the

Table 20

Summary of Pre-Service Orientation by Grouping of Questions

Classification of Question	% Occurrence	$\overline{X}$ Importance	$\overline{X}$ Satisfaction
Conditions of Employment	76.6	4.04	3.90
Policies and Procedures	49.7	3.65	3.72
The College and Its Students	39.2	3.52	3.65
Overall Pre-Service Orientation	55.1	3.74	3.76

mean for satisfaction were recorded. In addition, the overall percentage of occurrence, the means for importance, and the means for satisfaction were calculated for each of the three in-service components.

The eight questions related to support for teaching (Table 21), included such items as feedback on student evaluations, availability of course materials, and availability of a part-time faculty handbook. The overall rate of occurrence for these eight items was 65.5%. The overall mean for importance was 4.01 while the overall satisfaction mean was 3.89. The rate of occurrence for these eight items ranged from 24.0% (provision of office space) to 87.1% (having classrooms that were conducive to teaching). The means for importance ranged from 3.31 (office space) to 4.40 (classroom conducive to teaching).

To determine which items related to support for teaching respondents rated least important, the researcher summed all 1 and 2 ratings. To determine which items were rated most important, the researcher summed all 4 and 5 ratings. Availability of office space was the item rated least important (32.2%). The item rated most important (87.1%) was the conduciveness of the classrooms to teaching. The question that is viewed with the most uncertainty (14.4%) related to whether respondents received a part-time faculty handbook.

While respondents rated office space less important than the other seven items related to support for teaching, they also rated it as the item of least satisfaction (10.6%). Likewise, they rated the

Table 21

In-Service Development: Support for Teaching

Question	% Occurrence	$\bar{x}$ Importance	$\bar{x}$ Satisfaction
Office Space	24.0	3.31	3.23
Class Visits by Supervisor and Feedback	50.3	3.73	3.91
Feedback about Student Evaluations	60.3	4.12	3.89
Services Support	86.8	4.18	4.07
Classroom Conducive to Teaching	87.1	4.40	4.01
Availability of Course Materials	83.5	4.38	4.13
Availability of Course Requirements	60.1	4.08	3.92
Availability of Part-Time Faculty Handbook	72.2	3.90	3.92

conduciveness of classrooms to teaching (78.2%) as the item with which they were most satisfied. It was also the same one they rated as most important. The respondents expressed the most uncertainty (11.9%) about their satisfaction with the part-time handbook, which was the same item they were least certain of concerning its importance.

The eight items that related to the professional work environment (Table 22) included questions about such areas as rapport with full-time faculty, assistance from supervisors, and written communication. The overall rate of occurrence for these eight items was 60.8%. The overall mean for importance was 3.79, which was the same as the overall mean for satisfaction. Percentages for occurrence of the eight items ranged from 32.1% (getting to know administrators) to 91.7% (receiving written communication). The range of means for importance was 3.33 (contact with administrators) to 4.18 (availability of supervisors). In essence, the range of means for importance and satisfaction with the eight professional work environment questions were the same for two items--getting to know administrators and availability of supervisors.

Getting to know administrators was also the item rated least important (17.8%) by respondents, who rated the availability of supervisors most important (86.8%). The most uncertainty was expressed about getting to know administrators (32.2%).

Respondents expressed the least satisfaction (9.2%) about feeling part of the college. In contrast, they were most satisfied

Table 22

In-Service Development: Professional Work Environment

Question	% Occurrence	$\bar{x}$ Importance	$\bar{x}$ Satisfaction
Availability of Supervisor	87.9	4.18	4.13
Rapport with Full-Time Staff	48.2	3.73	3.68
Rapport with Other Part-Time Faculty	45.1	3.62	3.59
Contact with Administrators	32.1	3.33	3.48
Contact with Support Personnel	37.6	3.54	3.63
Assistance from Supervisor	75.0	4.07	4.10
Written Communication	91.7	3.81	4.00
Part of College	68.9	4.02	3.75

(78.5%) with the availability of their supervisors. Respondents were most uncertain (16.9%) about getting to know administrators.

Professional growth opportunities (Table 23) included eight items that dealt with such areas as the availability of travel funds, participation in departmental meetings, and involvement in decision making. The overall rate of occurrence for these eight items was the lowest yet (39.0%). The overall satisfaction mean was 3.46. The range of percentages for occurrence was 7.1% (availability of travel funds) to 71.6% (access to professional literature). The range of means for importance was 3.03 (availability of travel funds) to 3.99 (involvement in decision making). The satisfaction means ranged from 3.12 (availability of travel funds) to 3.73 (access to professional literature).

Access to travel funds was the item rated least important (30.3%), while involvement in decision making was rated most important (71.7%). The most uncertainty (38.0%) was expressed about participation on committees.

Respondents expressed the least satisfaction (14%) with involvement in decision making. They expressed the most satisfaction (53.9%) with the access they had to professional literature. Finally, respondents expressed the most uncertainty (20.2%) with their opportunity to participate in college professional development activities.

After the percent occurrence as well as means for importance and satisfaction had been calculated for each question in the three components (support for teaching, professional work environment, and

Table 23

In-Service Development: Professional Growth Opportunities

Question	% Occurrence	$\bar{x}$ Importance	$\bar{x}$ Satisfaction
Travel Funds	7.1	3.03	3.12
Participation in College Activities	70.8	3.39	3.69
Opportunity to Attend On-Campus Workshops	54.5	3.70	3.56
Access to Professional Literature	71.6	3.83	3.73
Involvement in Special Projects	33.2	3.59	3.47
Participation in Departmental Meetings	25.5	3.52	3.34
Involvement in Decision Making	38.4	3.99	3.48
Participation on Committees	10.7	3.16	3.31

professional growth opportunities), the researcher calculated the mean for all three groups of questions which is found in Table 24. This table in essence shows the percent occurrence, mean importance, and mean satisfaction for all three components of in-service development.

Overall Reaction to Pre-Service and In-Service

In Part IV of the survey, separate from the specific questions asked in Parts I and II, respondents were asked to rate on the same five point scale their overall evaluation of the pre-service orientation and in-service professional development they had received. The mean for their pre-service orientation was 3.41; the mean for their in-service development was 3.32 (Tables 25 and 26). These means contrasted with those reported in Part I of the survey ($\bar{x}$ = 3.76 for pre-service) and Part II of the survey ($\bar{x}$ = 3.71 for inservice).

Correlations were calculated between four demographic items and the overall satisfaction respondents expressed in Part IV of the survey about their pre-service orientation and in-service development. The following were the demographics selected for the correlations:

1. Years of experience at present college;
2. Willingness to accept a full-time position;
3. Number of classes taught per semester;
4. Full-time job status.

An analysis of variance was also calculated for the satisfaction that respondents expressed for these four demographics.

Table 24

Summary of In-Service Development

Classification of Question	% Occurrence	$\bar{x}$ Importance	$\bar{x}$ Satisfaction
Support for Teaching	65.5	4.01	3.89
Professional Work Environment	60.8	3.79	3.79
Professional Growth Opportunities	39.0	3.52	3.46
Overall In-Service Development	55.1	3.77	3.71

Table 25

Overall Reaction to Pre-Service Orientation

Reaction	Frequency	Percent
1. (Very Dissatisfied)	18	3.5
2. (Dissatisfied)	85	16.3
3. (Uncertain)	91	17.5
4. (Satisfied)	258	49.7
5. (Very Satisfied)	32	6.0
Missing Data	36	7.0

$\bar{x}$ = 3.41
mdn = 3.69

Table 26

Overall Reaction to In-Service Development

Reaction	Frequency	Percent
1. (Very Dissatisfied)	23	4.4
2. (Dissatisfied)	71	13.6
3. (Uncertain)	99	19.0
4. (Satisfied)	200	38.4
5. (Very Satisfied)	26	5.0
Missing Data	101	19.6

$\bar{x}$ = 3.32
mdn = 3.58

Pre-Service Correlations

Related to satisfaction and years of experience, over half (62%) of the respondents fell into the range of zero to four years of experience at their present college (Table 27). Because of the extremely small frequencies (a total of four) in the 20-24 year range and the 25-over year range, these two ranges were excluded from consideration of high and low means. Consequently, the highest satisfaction ($\bar{x}$ = 3.65) was expressed by respondents with five to nine years of experience, while the lowest satisfaction ($\bar{x}$ = 3.32) was expressed by those in the 15-19 years of experience range. The analysis of variance factor was 0.62, while the significance level was 0.91.

As shown in Table 28, over half (61.9%) of the respondents held full-time jobs. In terms of the number of classes taught, the greatest satisfaction ($\bar{x}$ = 3.51) was expressed by respondents with five classes, while the least satisfaction ($\bar{x}$ = 3.32) was expressed by those teaching one class (Table 29). The majority of the respondents (61.5%) were teaching one or two classes.

In terms of the willingness of respondents to accept a full-time position (Table 30), satisfaction was greatest ($\bar{x}$ = 3.50) among those who indicated they would accept a full-time position, which was only 45.2% of the respondents.

In-Service Correlations

Over half (54.4%) of the respondents indicated that they had four years or fewer experience at their present college (Table 31). Because of the extremely small frequencies (a total of four) in the

Table 27

Years of Experience at Present College and

Overall Satisfaction with Pre-Service

Years of Experience	Frequency	Percent	$\bar{x}$ Satisfaction
0-4	323	62.1	3.40
5-9	108	20.7	3.56
10-14	34	6.5	3.45
15-19	15	2.8	3.31
20-24	3	0.6	3.33
25-Over	1	0.9	4.00
Missing Data	36	6.9	

Overall $\bar{x}$ = 3.50
F = 0.62
SIG = 0.91

Table 28

Full-Time Job Status and Overall Satisfaction with Pre-Service

Job Status	Frequency	Percent	$\bar{x}$ Satisfaction
Employed Full-Time	322	61.9	3.42
Not Employed Full-Time	150	28.8	3.40
Missing Data	48	9.2	

Overall $\bar{x}$ = 3.41
F = 0.09
SIG = 0.97

Table 29

Number of Classes and Overall Satisfaction with Pre-Service

Number of Classes	Frequency	Percent	$\bar{x}$ Satisfaction
1	195	37.5	3.32
2	125	24.0	3.41
3	88	16.9	3.38
4	26	5.0	3.46
5	50	9.6	3.51
Missing Data	36	6.9	

Overall $\bar{x}$ = 3.42
F = 1.21
SIG = 0.30

Table 30

Willingness to Accept Full-Time Position and

Overall Satisfaction with Pre-Service

Willingness to Accept Full-Time Position	Frequency	Percent	$\bar{x}$ Satisfaction
Yes	235	45.2	3.50
No	140	26.9	3.28
Undecided	109	20.9	3.40
Missing Data	36	6.9	

Overall $\bar{x}$ = 3.38
F = 2.25
SIG = 0.11

Table 31

Years of Experience at Present College and

Overall Satisfaction with In-Service

Years of Experience	Frequency	Percent	$\bar{x}$ Satisfaction
0-4	283	54.4	3.32
5-9	92	17.7	3.29
10-14	28	5.3	3.50
15-19	12	2.3	3.65
20-24	3	0.6	3.00
25-Over	1	0.9	2.00
Missing Data	101	19.4	

Overall $\bar{x} = 3.13$
F = 0.51
SIG = 0.97

20-24 year range and the 25-over year range, these two ranges were excluded from consideration of high and low means. Consequently, the highest satisfaction ($\overline{x}$ = 3.65) was expressed by respondents in the 15-19 years of experience range, while the lowest satisfaction ($\overline{x}$ = 3.29) was expressed by those in the five to nine year range. Over half (55%) of the respondents to this question held a full-time job (Table 32). In terms of the number of classes taught (Table 33), the satisfaction was highest ($\overline{x}$ = 3.68) for respondents who taught five classes. Conversely, the lowest satisfaction ($\overline{x}$ = 3.25) was found among those teaching only one class. The majority of the respondents (53.4%) were teaching one or two classes.

In terms of whether respondents would be willing to accept a full-time position if one became available, (Table 34), satisfaction was greatest ($\overline{x}$ = 3.47) among the 40.5% of respondents who indicated they would accept a full-time position. An analysis of variance indicated that the relationship between willingness to accept a full-time position and overall satisfaction with in-service was significant. This was the only statistically significant relationship among all those indicated by respondents about their overall satisfaction with the pre- and in-service experiences they had.

Table 32

Full-Time Job Status and Overall Satisfaction with In-Service

Job Status	Frequency	Percent	$\bar{x}$ Satisfaction
Employed Full-Time	286	55.0	3.44
Not Employed Full-Time	133	25.6	3.31
Missing Data	101	19.4	

Overall $\bar{x}$ = 3.38
F = 0.32
SIG = 0.81

Table 33

Number of Classes Taught and Overall Satisfaction with In-Service

Number of Classes	Frequency	Percent	$\bar{x}$ Satisfaction
1	165	31.7	3.25
2	113	21.7	3.34
3	80	15.3	3.31
4	21	4.0	3.30
5	40	7.7	3.68
Missing Data	101	19.4	

Overall $\bar{x}$ = 3.38
F = 1.30
SIG = 0.25

Table 34

Willingness to Accept Full-Time Position and Overall Satisfaction with In-Service

Willingness to Accept Full-Time Position	Frequency	Percent	$\bar{x}$ Satisfaction
Yes	211	40.5	3.47
No	116	22.3	3.10
Undecided	92	17.7	3.26
Missing Data	101	19.4	

Overall $\bar{x}$ = 3.28
F = 5.65
SIG = .004

CHAPTER V

OVERVIEW, RESULTS AND CONCLUSIONS, AND IMPLICATIONS AND RECOMMENDATIONS

Community colleges have traditionally employed large numbers of part-time faculty, a practice that the literature indicates will not only continue but will increase during the next decade. Even so, relatively few studies have been made of part-time faculty, a problem that has been exacerbated because little has been done to assure that they are given proper pre-service orientation and in-service development. Consequently, to address this problem, the researcher reviewed the literature on part-time faculty and conducted a survey focusing on adjunct faculty at 11 districts in the League for Innovation. The following are the research questions addressed in this study:

1. In what ways are community colleges providing their part-time faculty the types of pre-service orientation and in-service development identified in the survey?
2. How important do part-time faculty view this pre-service orientation and in-service development?
3. Are part-time faculty satisfied with the pre-service orientation and in-service development they receive?

The findings of this study are important to the colleges whose part-time faculty participated in the survey, and while the survey was restricted to relatively large, urban community colleges, the findings could be important to all community colleges that hire large numbers of part-time faculty.

Results and Conclusions: Part-Time Faculty Profile

The results of the survey used in this study generally confirm the demographics of part-time faculty reported in other studies, most notably those conducted by Tuckman (1978), Frielander (1979), Gappa (1984), and Leslie, Kellams, and Gunne (1982). Typically, part-time faculty members are white, 40 years of age, and married. Slightly more than half (52.6%) are male. Furthermore, they typically are not bilingual and have no physical handicaps.

Educationally, part-time faculty members generally will have at least a master's degree (52%) and will have taught a little over four years at their present community college. They will also hold a full-time job, generally in business professions or educational services. On the average they will teach two classes per semester and will have had prior teaching experience, with the most experience ($\bar{x}$ = 2.70 years) in the public schools. About half (49.3%) of the part-time faculty will accept a full-time position if one should become available and overwhelmingly (92.0%) are not members of a collective bargaining unit.

The overall conclusion is that the respondents from the 11 League for Innovation districts included in this study are, in fact, demographically representative of part-time faculty throughout the country.

Results and Conclusions: Pre-Service Orientation

There are 23 items in this portion of the survey that are classified under the following headings: conditions of employment, policies and procedures, and the college and its students. For these three components, information is being provided to over half (55.1%) of the part-time faculty who assign it a mean importance of 3.74 and a mean satisfaction of 3.76. Responses are based on a five point scale (1 = very unimportant or very dissatisfied to 5 = very important or very satisfied). Given that four on the five point scale represents a response of important or satisfied, the conclusion reached is that overall, respondents are satisfied with their pre-service orientation.

Even so, there are particular items on the survey that are indicated as occurring for less than 50% of the respondents. For the questions about policies and procedures, the overall occurrence rate for three items (field trips, guest speakers, and safety procedures) is 26.4%. However, based on the relatively low overall importance mean (3.14) for these three items, the conclusion is that respondents do not view them as important components of their pre-service orientation. What information they do receive about them is viewed as somewhat satisfactory (3.59). The one exception is the item about safety procedures ($\bar{x}$ importance = 3.74 and $\bar{x}$ satisfaction = 3.45). In essence, respondents indicate a discrepancy between the importance they attach to the orientation to safety procedures and the satisfaction they receive from it. The conclusion is that either respondents feel more time should be spent during pre-service orientation introducing them to safety procedures or that when such orientation does occur, it should be improved or presented more effectively.

For questions relating to the college and its students, less than half of the respondents are receiving orientation on six of the seven items. The lowest mean occurrence for respondents (22.8%) is for the explanation of the legal rights of students ($\bar{x}$ importance = 3.60 and $\bar{x}$ satisfaction = 3.54). The conclusion here is that while an explanation of the legal rights of students does not occur often, respondents view it as somewhat important and are somewhat satisfied with the explanation they do receive.

The second item occurring for less than half (25.0%) is information about special students. Here, however, respondents view the item as important ($\bar{x}$ = 3.71) but are slightly less than satisfied with the explanation ($\bar{x}$ = 3.45), leading to the conclusion that more time should be spent on this topic or the quality of the presentation should be improved.

The third item, profile of students, is reported occurring for 29.8% of the respondents. The 3.26 mean for importance indicates that respondents view it as less important than other items. On the other hand, the student profile information is rated in the satisfactory range ($\bar{x}$ = 3.73). The conclusion is that respondents are getting about what they want on the topic of student profiles.

Only 37.2% of the respondents are being given information about the background of the college, an item they rate low in importance ($\bar{x}$ = 2.81) and comparatively high in satisfaction ($\bar{x}$ = 3.78). The conclusion is that those respondents who are given historical background do not view it as an integral part of their pre-service orientation, but are nevertheless satisfied with it.

One of the most surprising percentages (42.2%) is related to the number of respondents who are given information about the college's academic standards, especially in light of the relatively high level of importance ($x = 4.00$) and the comparatively lower level of satisfaction ($\bar{x} = 3.57$) expressed. The conclusion is that respondents need more information about academic standards.

The final item occurring for less than half (48.8%) of the respondents is the explanation about the mission and philosophy of the college. Rather surprisingly, respondents do not rate this topic as being very important ($\bar{x} = 3.48$) but are relatively satisfied with what they do know about the mission and philosophy of their college ($\bar{x} = 3.78$). The conclusion is that overall, little needs to be altered on this topic during pre-service orientation.

Respondents were also asked to make written comments about the strengths and weaknesses of their pre-service orientation. A summary of these comments may be found in Appendix E. In general, the written comments support the conclusions reached based on the survey data.

Results and Conclusions: In-Service Development

The 24 questions in this portion of the survey are classified under one of the following headings: support for teaching, professional work environment, and professional growth opportunities. Slightly over half (55.1%) of the respondents are receiving in-service development related to the three components. The overall importance mean is 3.77 while the overall satisfaction mean is 3.71. These means are calculated on the same five point scale mentioned in the pre-service orientation section of this chapter. Again, the overall conclusion is that respondents are satisfied with their in-service development, but there are still areas which may need improvement.

The only component of support for teaching provided for less than half (24.0%) of the respondents is office space. Surprisingly, especially in light of written comments in Appendix E, respondents assign relatively low importance ($\bar{x}$ = 3.31) to this item, but on the other hand, they also express relatively low satisfaction (3.23). The conclusions here are twofold. First, few part-time faculty members have offices. Second, while they do not appear to attach much importance to the availability of office space, their low satisfaction rating suggests that they are less than satisfied about not having office space. Again, this conclusion is supported by the written comments about the lack of office space.

Another component of support for teaching worth noting is the availability of part-time faculty handbooks, which are available to 72% of the respondents. Handbooks are rated by respondents as important ($\bar{x}$ = 3.90). Respondents also express satisfaction ($\bar{x}$ = 3.92) with them. The conclusion is that handbooks are an important part of in-service development.

Finally, it should be noted that the greatest importance ($\bar{x}$ = 4.40) and satisfaction ($\bar{x}$ = 4.01) are expressed for conduciveness of classrooms for teaching and the availability of course materials. The obvious conclusion is that part-time instructors are satisfied with their classroom teaching environment.

In the area of professional work environment, four components are occurring or developing for less than half of the respondents: contact with administrators (32.1%); contact with support personnel (37.6%); rapport with other part-time faculty (45.1%); and rapport with full-time faculty (48.2%). Respondents assign relatively low ratings to importance ($\bar{x}$ = 3.33) and satisfaction ($\bar{x}$ = 3.48) for the item relating to contact with administrators. Written comments, on the other hand, suggest that such contact is at least desirable. The conclusion is that while administrators should not be intrusive, they should be available when needed by part-timers. The same conclusion is reached for support personnel, with whom contact occurs for only 37.6% of the respondents, who assign an importance mean of 3.54 and a satisfaction mean of 3.63 to it.

Rapport with other part-time and full-time faculty is reported developing for nearly half (46.7%) of the respondents. The mean for importance is 3.68 while the satisfaction mean is 3.63. The conclusion is that respondents feel having rapport with both full- and part-time colleagues is relatively important and that they are relatively satisfied with it. This is in contrast, however, to many of the written comments in Appendix E. The comment made most often is that full-time instructors view part-timers as inferior.

The last in-service component is the category called professional growth opportunities, where there are five items on the survey reported as occurring for less than half of the respondents.

Two of the items, travel (7.1%) and participation on committees (10.7%), are also rated low in importance with a combined mean of 3.09. The combined satisfaction mean, however, is only 3.21, leading to the conclusion that part-time faculty are not satisfied with either.

The other three items all relate to the involvement part-time instructors have in special projects, departmental meetings, and decision making. Overall, 32.4% of the respondents are involved in these components of their in-service development. The combined importance mean is 3.70, leading to the conclusion that part-timers view such involvement as important. On the other hand, the combined satisfaction mean is 3.43, leading to the conclusion that they are less than satisfied with their level of involvement.

Conclusions based on the data about pre-service orientation and in-service development suggest that while there are areas for improvement, overall part-time instructors are generally satisfied. However, on Part IV of the survey, respondents were asked to rate their overall satisfaction with their pre-service orientation and in-service development (Tables 20 and 21, p. 83). They were also given the opportunity to make written comments (Appendix E). The results (Table 35) are considerably different from the results in Parts I and II of the survey.

The researcher can only speculate as to reasons for these discrepancies. First, in reacting to the specific questions in Parts I and II of the survey, respondents may have disassociated the terms pre- and in-service. In essence, they may have been responding to

Table 35

Mean Satisfaction in Response to Specific Questions and to Overall Evaluation

Response	$\bar{x}$ = Satisfaction
Pre-Service to Questions	3.76
Pre-Service Overall	3.41
In-Service to Questions	3.71
In-Service Overall	3.32

particular questions but not to the overall classifications of pre- and in-service. Conversely, when respondents completed Part IV of the survey, where they also were given the opportunity for written reactions, they focused on the terms pre- and in-service and not on specific items. Consequently, their overall responses, possibly compounded by the immediacy of their written comments, result in a slightly lower expression of satisfaction.

Results and Conclusions: Selected Relationships

A statistical analysis was performed for four demographic items (experience at present college, full-time job status, number of classes taught, and willingness to accept a full-time position) to determine whether relationships exist between these variables and the satisfaction expressed for pre-service orientation and in-service development. While the relationships may not be significant statistically, there are tendencies worth noting.

For the item relating to years of experience at present college, the tendency is for satisfaction with pre-service orientation to peak during years five through nine. After that, satisfaction declines slightly for each of the subsequent five year cycles and reaches its lowest point ($\bar{x} = 3.33$) during years 20-24. The conclusion is that years of experience have little bearing on satisfaction with pre-service orientation.

Both respondents with full-time jobs and those without full-time jobs express virtually the same pre-service orientation satisfaction, with a combined mean of 3.41. The conclusion is that there is no systematic relationship between full-time job status and satisfaction with pre-service orientation.

Likewise, while there is a tendency toward slightly greater satisfaction with pre-service orientation and the number of classes taught, this tendency is not significant. Consequently, the conclusion is generally that the more classes part-time instructors teach, their satisfaction with pre-service orientation increases only slightly.

Respondents willing to accept a full-time position indicate a mean satisfaction for their pre-service orientation of 3.50 as opposed to those unwilling to accept a full-time position. The mean for this group is 3.27. This leads to the conclusion that part-time instructors who would like a full-time position are slightly more likely to be satisfied with their pre-service orientation than those who would not accept a full-time position.

For the analysis of the relationships between satisfaction with in-service development and the same four demographic items, there are again general tendencies but also one significant relationship. For years of experience at their present college, respondents express about the same satisfaction for the first grouping of years (0-4) and the second (5-9). Satisfaction is also roughly the same for the next two groupings of years (10-14 and the fourth grouping 15-19). The conclusion is that experience has little to do with satisfaction for in-service development.

Likewise, the full-time employment status of respondents has little to do with the satisfaction they express for their in-service development. This conclusion is based on the relatively similar levels of satisfaction indicated by respondents who have full-time jobs ($\overline{x}$ = 3.44) and those who don't ($\overline{x}$ = 3.31) have full-time jobs.

The same is true for the relationship between satisfaction for in-service development and the number of classes taught, with a slight tendency toward increased satisfaction expressed by those teaching more classes.

The relationship between satisfaction and willingness to accept a full-time position is the greatest of all the in-service development factors. The conclusion based on the data is that part-time instructors willing to accept a full-time position are more satisfied ($\overline{x}$ = 3.47) with their in-service development than those who are not willing ($\overline{x}$ = 3.09) to accept a full-time position.

The overall conclusion is that professional demographics have little relation to the satisfaction respondents feel for their pre-service orientation and in-service development.

Recommendations

Because of the trend for community colleges to continue hiring large numbers of part-time instructors, and because of the results of the survey used in this study, there are numerous implications primarily for community college administrators, directors of staff development, and full-time instructors. All three groups are in positions to do something about improving pre-service orientation and in-service development. Because of the passive positions they are in, part-time instructors are not able to be reactive, so the implications are less for them. On the other hand, they can benefit from the actions taken by the three groups cited above.

Even though the League colleges participating in the survey generally seem to be doing a good job of orienting part-time instructors to the conditions of employment, especially in the specific areas of contractual considerations, personnel requirements, and details about the teaching assignments, there are other areas of pre-service orientation that could be improved.

1. League colleges should do a better job of explaining the nature and limitations of the part-time position, a recommendation further supported by numerous written comments stating that respondents had been led to believe that the part-time position was a stepping stone to a full-time position, something that rarely seemed to materialize.

2. League colleges need to clarify during the pre-service orientation the evaluations, whether student or supervisory, that part-time instructors should anticipate.

3. League colleges need to devote more pre-service orientation time to explanations of policies and procedures, especially those relating to the grading system, academic standards, student attendance, class cancellation, and record keeping. In the words of one respondent, they need to know more about the "nitty-gritty."

4. While not directly the result of the data, which indicates a general satisfaction with orientation to the college and its students, there still appears to be a need to include these

topics in the orientation process. Numerous written comments indicate that such information is valuable. However, other respondents write that too much time is spent on providing background. Consequently, the recommendation is for League colleges to provide their part-time instructors a concise orientation to the background of the college as well as a student profile. Both could be accomplished in handouts or a short film.

5. Even though the question about the part-time faculty handbook is in the in-service portion of the survey, written responses indicate that it is frequently distributed during pre-service. Furthermore, data show that the handbook is important to part-time instructors. Thus, the recommendation is for League colleges to continue distributing the handbook but during pre-service orientation.

6. The final pre-service recommendation is that League colleges should provide their adjunct faculty a thorough, well-organized pre-service orientation. Such a meeting should allow part-time instructors ample time to meet with supervisors and peers from their own departments. One of the most repeated written comments from respondents about pre-service orientation was the value they found in having an opportunity to talk to peers about the classes they were going to teach.

Based on the data as well as written comments, it does not appear that League colleges are doing as well providing in-service development for adjunct instructors. Thus, the following are the recommendations for ways to improve in-service development.

1. In the area of support for teaching, League colleges appear to be doing a good job of providing support services, making course materials available, and providing classrooms conducive to teaching. On the other hand, office space is seldom provided. Thus, the recommendation is for League colleges to provide some type of office space for part-time instructors.
2. League colleges need to provide part-time instructors more feedback than they currently are about their teaching performance. This feedback could be in the form of student evaluations, class visits, and evaluations by supervisors.
3. League colleges need to improve the overall social and professional work environment for part-time instructors, in an effort to decrease accusations that they are treated like second class citizens and exploited. In particular, full-time faculty need to be encouraged to treat part-time faculty as equals, not inferiors.
4. In the area of professional growth opportunities, League colleges need to continue encouraging part-time instructors to participate in college activities and to provide them access to professional literature. On the other hand, greater encouragement should be given for part-timers to attend on-campus workshops and seminars, which should be scheduled at times when part-timers can attend. Since attendance is not typically part of the contract, colleges might consider paying part-time

instructors stipends to attend. League colleges should also encourage part-timers to be more involved in special projects, department meetings, and decision making.

5. The last recommendation, which is an outgrowth of written comments of respondents, has to do with compensation. Given that part-time instructors teach such a high percentage of classes and generally receive no fringe benefits, they should be paid more. While increased rapport and a sense of belonging would undoubtedly increase the morale of part-timers, so would an increase in pay. It would also lessen the charges of exploitation, cheap labor, and being underpaid.

Implications for Further Study

While the focus of this study has been on the pre-service orientation and in-service development of part-time instructors, other related areas for additional study have emerged, specifically the following:

1. A study of the perceptions full-time instructors have of part-time instructors.

2. A study of possible trends toward part-time faculty becoming members of collective bargaining units.

3. Because of the various ways respondents reported their rate of pay (by the contact hour, quarter hour, credit hour, class, semester total), the researcher was able to determine only that more respondents were paid by the credit hour, with the range from $200-$450 per credit hour. The greatest frequency (160) was reported in the $300-$350 range. Consequently, the

recommendation is for further studies to be conducted to determine rates of pay, types of contracts, and fringe benefits for part-time community college faculty.

4. A comparison of the teaching effectiveness of full- and part-time faculty based on student evaluations.

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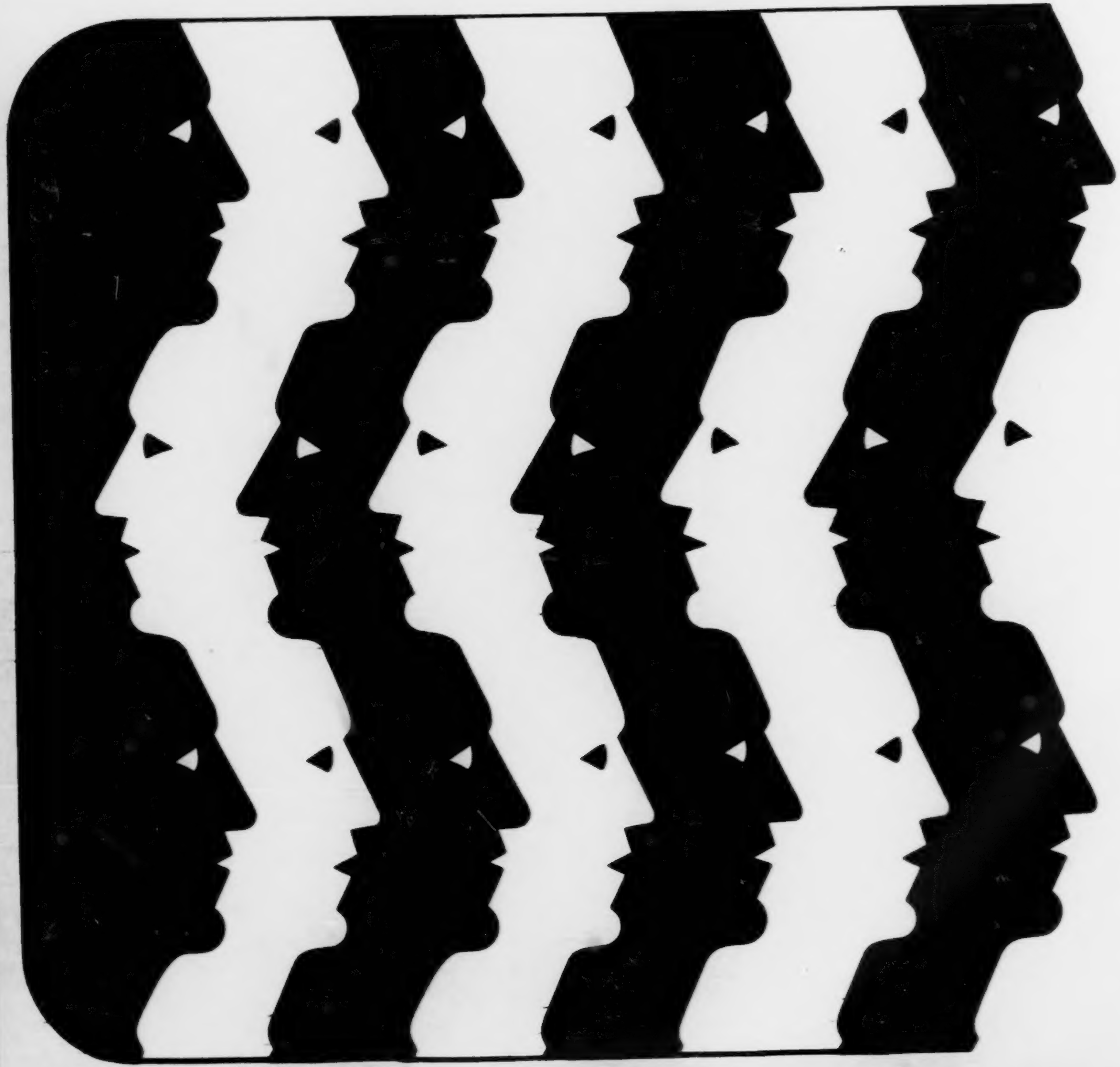
Appendix A

Survey



PART-TIME INSTRUCTORS, IF YOU DON'T TELL US, NO ONE WILL ...

JOHNSON COUNTY COMMUNITY COLLEGE

Dear Part-Time Instructor:

As you may know, relatively little has been written in professional journals about part-time instructors in community colleges. Ironically, the number of part-time instructors has been increasing to the point where they now teach almost one half of the student credit hours at community colleges. The question is, are they receiving the type of training and support that will help them be effective instructors?

To answer this question, I am conducting a study, sponsored by Dr. Jerry Bailey from the University of Kansas, of part-time instructors at selected colleges in the League for Innovation. Your opinions and insights on this topic will be most helpful for the successful completion of the study, which has been endorsed by Dr. Terry O'Banion, Executive Director of the League for Innovation. More specifically, the survey will help determine the type of pre- and in-service professional development you have received, the importance you attribute to it, and your satisfaction with it. Results of the survey could have future professional development implications for part-time community college instructors. All four parts of the survey are important, so please complete all of them. You will also have the opportunity to make written comments.

Directions: This survey is comprised of four parts.

Part I focuses on pre-service, defined here as activities that took place or information that was given to you prior to your actual classroom teaching.

Part II focuses on in-service, defined here as activities that took place or information that was given during the time you were actually teaching.

Each question in Parts I and II has the following three components:

1. Occurrence:	Based on whether the information or activity OCCURRED, answer yes or no.
2. Importance:	Regardless of whether you answered yes or no to occurrence, rate on the 1 to 5 scale how IMPORTANT the information or activity was or would have been to you.

3. Satisfaction: Answer only if you responded yes to occurrence. Rate on a 1 to 5 scale how SATISFIED you were with the information or activity.

Part III asks for demographic information, which will provide a profile of the part-time faculty at selected League community colleges.

Part IV focuses on your overall reaction to your pre- and in-service training and also provides you an opportunity for written comments.

Base your response to the survey on the entire duration of your teaching at your current community college, not just the present semester. While the group results of the survey will be shared with your college, your individual response will remain confidential. The identification number on the questionnaire is for follow-up purposes only.

Please take a few minutes now to complete this survey and register your view on this most important topic. Should you have questions, feel free to write me at the address below or call me at 913/888-8500, extension 3450. Please return your completed survey to me within a week after you receive it. For your convenience, I have included a self-addressed, stamped envelope. Thank you for participating.

Sincerely,

James M. Williams

James M. Williams, Director
Communications Division
Johnson County Community College
12345 College Blvd.
Overland Park, Kansas 66210-1299

PART I: PRE-SERVICE

CONDITIONS OF EMPLOYMENT

	Occurrence		Importance					Satisfaction				
	Yes 1	No 2	Very Unimportant 1	Unimportant 2	Uncertain 3	Important 4	Very Important 5	Very Dissatisfied 1	Dissatisfied 2	Uncertain 3	Satisfied 4	Very Satisfied 5
1. Were contractual considerations (e.g., salary, time and method of payment, etc.) explained to you?	1	2	1	2	3	4	5	1	2	3	4	5
2. Were personnel requirements (e.g., transcript, application, etc.) explained to you?	1	2	1	2	3	4	5	1	2	3	4	5
3. Were job expectations (e.g., meeting all classes, quality of teaching, etc.) explained to you?	1	2	1	2	3	4	5	1	2	3	4	5
4. Was the nature of your part-time (i.e., non-tenured track) status explained to you?	1	2	1	2	3	4	5	1	2	3	4	5
5. Were you told who your supervisor (e.g., department chair, lead instructor, division head, etc.) would be?	1	2	1	2	3	4	5	1	2	3	4	5
6. Were you told about evaluation requirements (e.g., class evaluations by students, supervisory evaluations, etc.)?	1	2	1	2	3	4	5	1	2	3	4	5
7. Were you given details (e.g., class, time, location, etc.) about your teaching assignment?	1	2	1	2	3	4	5	1	2	3	4	5

POLICIES AND PROCEDURES

	Occurrence		Importance					Satisfaction				
	Yes 1	No 2	Very Unimportant 1	Unimportant 2	Uncertain 3	Important 4	Very Important 5	Very Dissatisfied 1	Dissatisfied 2	Uncertain 3	Satisfied 4	Very Satisfied 5
1. Was the grading system explained?	1	2	1	2	3	4	5	1	2	3	4	5
2. Was the policy for student attendance explained?	1	2	1	2	3	4	5	1	2	3	4	5
3. Was the policy for cancellation of classes explained?	1	2	1	2	3	4	5	1	2	3	4	5
4. Was the policy for instructor absenteeism explained?	1	2	1	2	3	4	5	1	2	3	4	5
5. Were parking regulations explained?	1	2	1	2	3	4	5	1	2	3	4	5
6. Was the procedure for taking field trips explained?	1	2	1	2	3	4	5	1	2	3	4	5
7. Was the procedure for having guest speakers explained?	1	2	1	2	3	4	5	1	2	3	4	5
8. Were safety procedures (e.g., evacuation of building, first aid, etc.) explained?	1	2	1	2	3	4	5	1	2	3	4	5
9. Were record keeping procedures (e.g., gradebooks, class rosters, attendance, etc.) explained?	1	2	1	2	3	4	5	1	2	3	4	5

THE COLLEGE AND ITS STUDENTS

	Occurrence		Importance					Satisfaction				
	Yes 1	No 2	Very Unimportant 1	Unimportant 2	Uncertain 3	Important 4	Very Important 5	Very Dissatisfied 1	Dissatisfied 2	Uncertain 3	Satisfied 4	Very Satisfied 5
1. Were you given historial background about the college?	1	2	1	2	3	4	5	1	2	3	4	5
2. Were the mission and philosophy of the college explained to you?	1	2	1	2	3	4	5	1	2	3	4	5
3. Were you given a profile (e.g., age, race, academic background, etc.) of the students?	1	2	1	2	3	4	5	1	2	3	4	5
4. Were you given an explanation of the legal rights (e.g., privacy, non-harrassment, etc.) of students?	1	2	1	2	3	4	5	1	2	3	4	5
5. Were you given information about "special" students (e.g., handicapped, learning/hearing impaired, disabled, etc.)?	1	2	1	2	3	4	5	1	2	3	4	5
6. Were you given information about the college's academic standards?	1	2	1	2	3	4	5	1	2	3	4	5
7. Did you have a part-time orientation meeting that provided you with information about the college?	1	2	1	2	3	4	5	1	2	3	4	5

PART II: IN-SERVICE

SUPPORT FOR TEACHING

	Occurrence		Importance					Satisfaction				
	Yes 1	No 2	Very Unimportant 1	Unimportant 2	Uncertain 3	Important 4	Very Important 5	Very Dissatisfied 1	Dissatisfied 2	Uncertain 3	Satisfied 4	Very Satisfied 5
1. Were you provided office space?	1	2	1	2	3	4	5	1	2	3	4	5
2. Did your supervisor visit your class and give you feedback based on his or her class visit?	1	2	1	2	3	4	5	1	2	3	4	5
3. Did you receive feedback about your student evaluations?	1	2	1	2	3	4	5	1	2	3	4	5
4. Did you receive support from such areas as library, duplicating, and audio visual services?	1	2	1	2	3	4	5	1	2	3	4	5
5. Was your classroom conducive to teaching (e.g., chalk, overhead projector, etc.)?	1	2	1	2	3	4	5	1	2	3	4	5
6. Were you given course materials (e.g., texts, outlines, etc.)?	1	2	1	2	3	4	5	1	2	3	4	5
7. Were you given course requirements (e.g., number of assignments, department standards, etc.)?	1	2	1	2	3	4	5	1	2	3	4	5
8. Did you receive a part-time faculty handbook?	1	2	1	2	3	4	5	1	2	3	4	5

PROFESSIONAL WORK ENVIRONMENT

	Occurrence		Importance					Satisfaction				
	Yes 1	No 2	Very Unimportant 1	Unimportant 2	Uncertain 3	Important 4	Very Important 5	Very Dissatisfied 1	Dissatisfied 2	Uncertain 3	Satisfied 4	Very Satisfied 5
1. Was your supervisor available when you needed to see him or her?	1	2	1	2	3	4	5	1	2	3	4	5
2. Did you have the opportunity to develop rapport with full-time faculty?	1	2	1	2	3	4	5	1	2	3	4	5
3. Did you have the opportunity to develop rapport with other part-time faculty?	1	2	1	2	3	4	5	1	2	3	4	5
4. Did you get to know administrators at the college (e.g., deans, vice-presidents, etc.)?	1	2	1	2	3	4	5	1	2	3	4	5
5. Did you get to know support personnel (e.g., counselors, librarians, etc.)?	1	2	1	2	3	4	5	1	2	3	4	5
6. Did you receive assistance from your supervisor?	1	2	1	2	3	4	5	1	2	3	4	5
7. Did you receive written communication (e.g., newsletters, memorandums, etc.) about departmental and college activities?	1	2	1	2	3	4	5	1	2	3	4	5
8. Did you feel part of the college?	1	2	1	2	3	4	5	1	2	3	4	5

PROFESSIONAL GROWTH OPPORTUNITIES

	Occurrence		Importance					Satisfaction				
	Yes 1	No 2	Very Unimportant 1	Unimportant 2	Uncertain 3	Important 4	Very important 5	Very Dissatisfied 1	Dissatisfied 2	Uncertain 3	Satisfied 4	Very Satisfied 5
1. **Were** you given **travel** funds to **attend** a conference?	1	2	1	2	3	4	5	1	2	3	4	5
2. **Did** you have the **opportunity** to participate in college **sponsored** activities (**e.g.**, speakers on **campus**, social events, **etc.**)?	1	2	1	2	3	4	5	1	2	3	4	5
3. **Did** you have the **opportunity** to attend **on** campus workshops (**e.g.**, improvement of **teaching**, test con**struction**, time manage**ment, etc.**)?	1	2	1	2	3	4	5	1	2	3	4	5
4. **Did** you have access to **professional** litera**ture** (e.g., journals, **xerox** copies of articles, **etc.**)?	1	2	1	2	3	4	5	1	2	3	4	5
5. **Did** you have the opportunity to be involved **in special** projects (**e.g.**, **development** of **audio** visuals, new **courses**, instruction**al materials**, etc.)?	1	2	1	2	3	4	5	1	2	3	4	5
6. **Did you participate in departmental meetings?**	1	2	1	2	3	4	5	1	2	3	4	5
7. **Were you** involved in **decision making** (e.g., **text selection**, course **requirements**, etc)?	1	2	1	2	3	4	5	1	2	3	4	5
8. **Did** you participate **on** committees?	1	2	1	2	3	4	5	1	2	3	4	5

PART III: PART-TIME FACULTY PROFILE

Please answer the following questions.

1. What is your age? ______

2. What is your sex?
______ Female
______ Male

3. What is your marital status?
______ Married
______ Single
______ Divorced
______ Widowed

4. What is your ethnic background?
______ Black
______ Caucasian
______ Mexican-American
______ Asian
______ American Indian
______ Other (Specify)

5. Are you bilingual?
______ Yes
______ No

6. Do you have a handicap?
______ Yes
______ No

If yes, briefly describe the nature of it.
____
____

7. How many years have you taught credit classes at your college on a part-time basis? ______

8. What is the highest degree you have?
______ Associates
______ Bachelors
______ Masters
______ Specialist
______ Doctorate
______ Other (Specify)

9. Do you also have a full-time job. ____ Yes ____ No

10. If yes, briefly describe what it is (e.g., lawyer, accountant, self-employed, etc.).
____
____
____

11. On the average, how many credit classes per semester do you teach?

_______ 1 _______ 4
_______ 2 _______ 5
_______ 3 _______ more than 5

12. As a part-time instructor, what is your rate of pay (e.g., $1,000 per class, $300 per credit hour, etc.)?

____

13. Did you have teaching experience before you became a part-time instructor at your college?

_______ Yes _______ No

14. If yes, indicate the number of years at the various types of institutions.

_______ Public School
_______ Private School
_______ Community College
_______ Private College
_______ State College
_______ University
_______ Trade School
_______ Other

15. If the opportunity arose, would you accept a full-time teaching position at your community college?

_______ Yes
_______ No
_______ Undecided

16. If no, why not? _______________________

17. Are you a member of a collective bargaining unit at your college?

_______ Yes
_______ No

PART IV: OVERALL REACTION AND WRITTEN COMMENTS

Rate your overall reaction to the pre-service orientation you received.

Very Dissatisfied	Dissatisfied	Uncertain	Satisfied	Very Satisfied
1	2	3	4	5

In your opinion what were the strengths of the pre-service activities and information which were made available to you?

In your opinion what were the weaknesses of the pre-service activities and information which were made available to you?

What pre-service activities and information were not made available to you that you wish would have been?

Rate your overall reaction to the in-service development you received.

Very Dissatisfied	Dissatisfied	Uncertain	Satisfied	Very Satisfied
1	2	3	4	5

In your opinion what were the strengths of the in-service activities and information which were made available to you?

In your opinion what were the weaknesses of the in-service activities and information which were made available to you?

What in-service activities and information were not made available to you that you wish would have been?

How would you describe the overall attitude toward part-time instructors at your college?

Your contribution to this effort is greatly appreciated. If you would like a summary of the results, print your name and address on the back of the return envelope (NOT on the questionnaire) and I'll see that you get it. Again, please return the completed survey to me within a week after you receive it.

THANK YOU.

Name:____

Respondent's Identification Number:________________

Appendix B

List of League Representatives

Name	Community College District
Dr. Alfredo de los Santos	Maricopa
Dr. Grace Brown	Cuyahoga
Dr. Brenda Beckman	Delta
Mr. Larry Warford	Lane
Dr. David Hunter	Central Piedmont
Dr. Byron Kee	Moraine Valley
Dr. Norman R. Nielsen	Kirkwood
Dr. Margaret A. Gwynne	Brookdale
Dr. Glen Gabert	Johnson County
Dr. David Scott	Kern
Dr. Terence Kelly	Miami-Dade

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Appendix C

Letters to League Representatives

March 27, 1984

Dr. Grace Brown
Vice President-Administration
Cuyahoga Community College
700 Carnegie Avenue
Cleveland, Ohio 44115

Dear Dr. Brown:

As Glen has explained in his cover letter, Terry O'Banion has designated me to be a League Fellow. The title of my project (also my dissertation) is "A Study of Professional Development Practices at Selected League for Innovation Colleges." The specific colleges to be included are the following:

- Scottsdale
- Bakersfield
- New World Center
- Moraine Valley
- Kirkwood
- Lane
- Eastfield
- Johnson County
- Delta
- Florissant
- Brookdale
- Western
- Central Piedmont

As to my purpose, I will be conducting a survey of adjunct faculty at selected League campuses. In addition to gathering demographic data, which will provide a profile of adjunct faculty, I will also be gathering data about the pre- and in-service professional development adjunct faculty are receiving. More specifically, I will find out not only the type of professional development they receive, but also how important it is to them and how satisfied they are with it. The survey will focus on such issues as support for teaching, conditions of employment, policies and procedures, orientation to the college and its students, work environment, and professional growth opportunities. Results of the survey will be shared with the participating colleges as well as the League office. A description of my project will soon appear in "Jottings."

Thus, I get to the favor Glen referred to. I need the names of the part-time instructors (credit only) for the campus in your district listed above. Since I'll mail the survey to the part-time instructors at the campus address, I don't need their home addresses.

Appendix C - Continued

I know this is no small favor, so let me thank you in advance for your assistance. Should you have questions, feel free to call me at 913/888-8500, extension 3450.

Sincerely,

James M. Williams

James M. Williams, Director
Communications Division

JMW:gg

cc: Terry O'Banion
Charles J. Carlsen
Glen Gabert

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Appendix C - Continued

April 20, 1984

Dr. Alfredo de los Santos, Jr.
Vice Chancellor for Educational Development
Maricopa Community Colleges
3910 East Washington Street
Phoenix, Arizona 85034

Dear Dr. de los Santos:

I just wanted to follow up my letter dated March 27, 1984 requesting the names of your part-time credit instructors and make sure you received it. So far I have received a list of part-time instructors from two districts. Since the survey needs to be mailed before the current semester ends so that I can get results back to you this summer, it's important that I get the list soon. Again, if you have questions feel free to give me a call at 913/888-8500, extension 3450.

Sincerely,

James M. Williams

James M. Williams, Director
Communications Division

JMW:gg

cc: Terry O'Banion
Charles J. Carlsen
Glen Gabert

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Appendix D

Followup Letter to Part-Time Instructors

May 29, 1984

Dear Part-Time Instructor:

You should have recently received a survey about the professional development practices at your college for part-time faculty, as well as a post card reminding you to complete and return the survey. Given that both may have arrived toward the end of your semester when things become hectic, you may not have taken the time to complete the survey or may have misplaced it. Consequently, I am sending you this reminder and another survey asking you to take a few minutes to complete the survey and return it to me today.

I am also including a summary of my League for Innovation project, which appears in the most recent edition of "Jottings," the official League newsletter.

Again, thank you for your cooperation on this project.

Sincerely,

James M. Williams

James M. Williams, Director
Communications Division

JMW:gg

P.S. If you did not receive the survey, please drop me a line or call me at 913/888-8500, extension 3450, and I'll see that you get it.

Appendix E

Summary of Written Comments

Strengths of Pre-Service

Meeting other full-time and part-time instructors.

Receiving a handbook.

Campus tour.

Explanation of support services.

Orientation meeting.

Clarification of job expectations.

Student profiles.

Background of mission/philosophy of college.

Introduction to administrators and support personnel.

Meeting full-time mentor.

Discussion with peers about class content and teaching expectations.

Sharing of course outlines, texts, assignments, etc., by other instructors.

Note: About half of the strengths above relate to socialization or people contact.

Weaknesses of Pre-service

Given too little specific information about the college, class requirements, expectations, procedures, and support service.

Too much time on legal issues.

Not receiving a handbook.

Too little about good teaching for inexperienced teachers.

Lack of actual orientation meeting.

Appendix E - Continued

Too little interaction with full-time faculty.

Poorly organized orientation meeting.

Strengths of In-Service

Information sharing and communication.

Advice from full-timers.

Participation in department meetings.

Good working relationship.

Workshops on teaching effectiveness, text construction, and other topics.

One-to-one meetings with supervisor.

Videotapes of experienced teachers teaching.

Tours provided by support service (e.g., Library, Writing Center, etc.).

Contact with supervisor.

Receiving a handbook.

Weaknesses of In-Service

On campus activities always held during day.

Little time with department heads.

Lack of part-time handbook.

No office space.

Discouraged from attending in-service activities

Too little opportunity to spend time with full-time faculty.

Lack of input on textbooks, course materials, and design.

Services available only from 8:00 to 5:00.

Received none.

Appendix E - Continued

Lack of communication to part-time about workshops and activities.

No pay for part-time to attend.

Poor communication between full-time and part-time.

Too little interaction with peers.

Lack of evaluation and feedback on the job being done.

Not receiving a handbook.

Overall Attitude Toward Part-Time Instructors

We are tolerated.

Concern and interest shown.

Ignored as if we don't exist.

Second class citizen.

Positive and supportive.

Part-time excluded by full-time.

Poor.

Good.

Necessary evil.

Benign neglect.

Welcome only when needed.

Not considered professionals.

Ignored when full-time position becomes available.

Cheap labor.

Viewed as inferior by full-time.

Exploitative.

Don't really feel part of the college.

Appendix E - Continued

Overall Attitude Toward Part-Time Instructors

Neglected.

Treated as intruders.

Powerless and underpaid.

"Community colleges are the most exploitative institutions in American education."

About the same as nationally--needed but not welcomed.

Indifferent.

"Use them and lose them."

Accepted as equals.

Excellent: Very little feeling of being part-time.

Full-time act superior.

Full-time don't realize our contributions.

Cheap, "unorganized" labor.

Viewed as the "odd bunch."

Supportive.

Attitude shown by students - good.

Attitude shown by staff - good.

Attitude shown by administrators - good.

Attitude shown by full-time instructors - bad.

ERIC Clearinghouse for
Junior Colleges

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